

Promises, promises

"It was nearly half-term, I was tired, warm and comfortable - and it was dark, so I fell asleep."

She was not the only one by many accounts at the Royal Festival Hall on Thursday afternoon last week when 2,000 London teachers listened to a lecture given by ILEA's head of research, Dr Peter Mortimore on underachievement among girls, the working class and ethnic minorities.

It was not that it was boring, or badly delivered; but it had all the ingredients listed above by one primary school head against it. Several keen teachers made valiant efforts to take notes in the prevailing gloom, but abandoned them. Others never even started because they learnt that it was all going to be printed in "Contact", the authority's newspaper, in the course of time.

They were revived in the interval by queuing up for what must be the most expensive cup of tea in London - 35 pence - before hearing Peter Newsam, the ILEA education officer, sum up the proceedings by answering, in a corporate fashion, questions submitted in advance on the topic.

Although it was billed as a seminar with the chance to ask questions at strategically placed microphones, this never happened.

What did the exercise achieve? One charitable teacher thought it would at least focus attention on the subject; and it was only the start of a series of smaller scale conferences to



Frances Morrell

be held during the next two terms.

But others wondered why Dr Mortimore's excellent paper could not have been circulated in advance to be properly digested, or pondered on the political motives behind this unprecedented gathering at the invitation of Mrs Frances Morrell, ILEA's new deputy leader and chairman of the schools' sub-committee.

In fact, the outing had been steam-rolled together at fairly short notice by the determined Mrs Morrell, as an early earnest of intention to make good GLC election manifesto promises by the Labour Party to do something positive about underachievement in London schools.

And, in spite of routine grumbles about being dragged across town for tea and consciousness-raising with the good Dr Mortimore, one thing is sure. Every school in London is now aware that Mrs Frances Morrell is in charge, and preparing to make an impact on the lives of everyone in it.

Euro-truce

Although Ivor Richard, the European Commissioner for Employment, Education and Social Affairs, heaved an audible sign of relief when a new organization representing two million teachers got started earlier this month, he didn't know even then how fine the line had been between triumph and disaster.

Ever since he took education on in his portmanteau Brussels brief at the beginning of the year, Richard has

Personal column

Choosing sides Ted Wragg

"Hello, Swinshire Labour Party here. Sorry to bother you, but I understand you're a governor of mid-Swinshire Comprehensive School."

"Yes, that's right, nice crowd of governors, though I'm afraid the political nominees usually sit there like a row of tent pegs."

"Look, this is a bit embarrassing and I don't really want to know how you vote, but have you joined the SDP?"

"No, the only organization I have ever belonged to is the SWSC. "Not Socialist Workers?"

"Sheffield Wednesday Supporters Club, no quarrels about leadership or who writes the manifesto, just a happy band of like-minded masochists."

"Only our problem is that the Ruling Party has taken nine out of ten new governorships" of secondary schools, and we've got hardly any nominations available. We like to nominate one or two academics, so long as they're not SDP, of course, just to counter the horny-handed image, but I doubt if we can put your name forward even though I liked what you said about Norman Tebbit."

"What was that?"

"About him looking as if he'd just eaten strychnine sandwiches. Well, must dash. About twenty of us are canvassing door to door on behalf of Labour parents, trying to bag a few parents' seats. We've got quite a movement going, but we're looking for a suitable name."

"How about Mothers in Labour?"

Break Bangers beware

that Fred Jarvis of the NUT has a close connection with WCOTP (or "wicker-top") as it is affectionately known, while Terry Casey of the NASUWT is a leading light in IFFTU and, indeed, ETTUC.

These same British observers, familiar with the continuing bouts between those two well-matched bruisers, would not of course have been surprised at the scene which erupted when the ETUCE executive committee was set up.

Guy Georges from France had been proposed as president, and Jack Adams from Belgium as vice-president, but then came the nominations for Fred Jarvis as second vice-president and Terry Casey as treasurer. By all accounts the scenes of Euro-accord were given when Fred made a violent speech opposing Terry's appointment. Shock, horror. Could a committee be formed which included both of them? In the end it was, of course, and they were both duly appointed to office.

But apparently the other countries involved were not so much amazed by the row as by the immediate resumption of normal relations afterwards. Perfidious Albion lives.

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Half a Bath

Nowhere is the ideological split in the Tory Party more apparent than in the Bath University branch of the Federation of Conservative Students. Eight members gathered together in the name of democracy voted to have a campaigning fund. They raised £60. Then they decided what to campaign for (first principles always come first with the Tories).

The subject was to be the National Union of Students, it was agreed. But were they pro or anti? Well, both actually. Four wanted to campaign to come out of NUS and four to work within it. So - you guessed it - they split the £60 two ways, £30 for the wets and £30 for the drys.

As November 5 is heralded in by the usual bangers behind the hick sheds, teaching staff should heed an awful historical warning and take a soft line with offenders. A high point of Edward Howard's partly fictionalized autobiography, *Ratlin the Reeler*, is the account of a school uprising in about 1804. The sole cause was a last minute decision by the headmaster, Mr Root (a thinly veiled portrait of a real-life Squeers called Edward Flower), to cancel all celebrations of Guy Faux (sic) day.

Trouble began when the 300 boys at Flower's school in Islington, North London, heard that their bonfire was about to be removed on the headmaster's orders. They responded by lighting it prematurely. The masters retaliated by shutting them in the main schoolroom, and soon a full scale rebellion was in progress. Behind a barricade of desks, boys and masters played. A peace formula was rejected by the boys after the head refused a no victimization clause. After jokingly threatening to put a junior master hostage on top of the bonfire, and spurning an appeal from the headmaster's wife, the boys then set light to all their fireworks inside the main schoolroom. Catherine wheels were nulled to the classroom walls and rockets were fired out of the windows.

At this point the fire brigade burst into a gallery and aimed their leather hose at the boys below. In spite of a barrage of fireworks thrown at them the firemen soon gained the upper hand and the revolt was quelled - an object lesson for chief constables in some of our cities today.

"Drowned, burnt, blackened - looking very foolish, and fearing very considerably, we now approached the door: it was still open - no attempt to capture anyone - no opposition was offered to us: but the worst of it was, we were obliged to sneak through files of deriding neighbours and servants, and we each

Aristides

William Heinemann, the publishers of Made Simple Books, have hit on a devious idea to help them in the throng business of selling textbooks in a less than buoyant market. They are asking the consumer, the student in school college, to write an essay of between two and four thousand words entitled "What makes a good text book?"

In exchange for what could be valuable information Heinemann are offering three prizes of £250, £100 and £50 for this fairly demanding task. Students over 16 are eligible, the closing date in November 30, and the judges are the publisher and two authors of the Made Simple series. Rules and further information may be obtained from Essay Competition, Made Simple Books, William Heinemann Ltd., 10 Upper Grosvenor Street, London W1X 9PA.

Aristides

Next week

The TES Information Book Awards

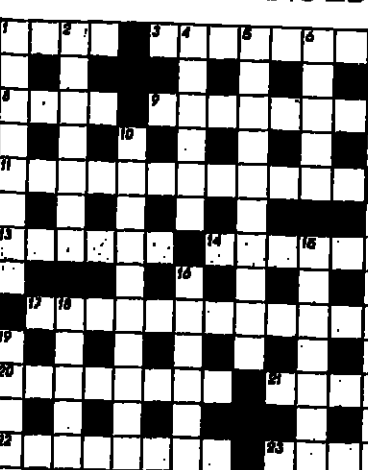
The results of this year's competition are more than usually intriguing, and to mark the event we carry some hard-hitting reports by the judges.

The judges were: senior Award: Valerie Alderson, Edward Blishen, Gerald Haigh Junior award: Marion Glastonbury, Ralph Lavender, Henry Puckroft.

Also... a special information books Extra, with reviews of books on everything from science to horse-riding, sport to transport, as well as a wide range of curricular and extracurricular topics.

■ Other features include the latest article in our series on the Contracting Curriculum: John Fines on the central role of history; David Wright on bias in textbooks on South Africa; George Heron on Afro-Caribbean literature.

TES Crossword No 23



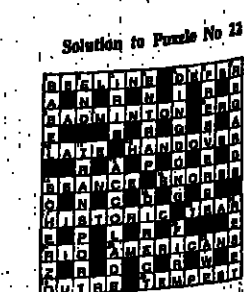
Across

- 1 Open with a shock (4)
- 2 In a way that is a gift for writing on the wall (8)
- 3 A break in the game (6)
- 4 He should know how to give a suit (6)
- 5 I won't strike one directly (8, 4)
- 6 Temporary work in the theatre (5)
- 7 Pacific island in which a girl may be found sunbathing (6)
- 8 Fascinating time, said to be a gift for writing on the wall (8)
- 9 The morning help is easily won over (8)
- 10 Plant where workers strike for more money (4)
- 11 Completely out of port and unable to explain why? (3, 2, 3)
- 12 A wise man changes as he grows older (4)

Down

- 1 Revolutionary paper money (6)
- 2 Very hard worker supports a mother (7)
- 3 I'd call round on home-back (6)
- 4 Pedestrian crossing (10)
- 5 How pointless to follow a girl in a state (5)
- 6 Not yet decided to start (4)
- 7 He can't bear figures (10)
- 8 It leaves a new order, but trembles (8)
- 9 I call round on pressing business (7)
- 10 Measure that is of help to a sportsman (6)
- 11 Having no days, though I have a lot (3)
- 12 A burning issue (4)

Solution to Puzzle No 22



This week

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Empty seats could lead to closure for 200 middle schools

by Bob Doe

More than 200 middle schools could disappear in what some see as the beginning of the end for this type of school.

Falling rolls, sixth form reorganization and Government pressure to reduce the number of empty places in schools put in question the future of middle schools in at least 11 of the 48 authorities that have them, and more could soon follow.

In Wirral, official notices have already been issued for the change of 44 eight to 12 and 10 to 13 schools in Wallasey and Birkenhead back to transfer at 11.

In Lincoln plans to do away with the city's 12 eight to 12 middle schools have been approved, though specific details have yet to be agreed. Wigan will finalize their plans to reorganize their ten to 13 schools this winter.

The position of middle schools in Brighton, Cheshire, Devon, Kirklees, Rochdale, Suffolk and Stoke are all under review. Oxford is to lose three of its 15 nine to 13 schools.

The threat to middle schools loomed large at the National Union of Teachers' middle school conference (see page 11) though it has not come as a complete surprise.

Dr Ken Bryan of Chester College, who has made a special study of the development of middle schooling, said this week that just as some educationists had seen the rise and fall of the secondary modern in their professional lifetime, so he expected that middle schools too will disappear.

Four-year middle schools were recommended by the 1967 Plowden

Report. But many were created as much for the economical use of buildings they allowed when the leaving age was raised, or secondary schools grew or were reorganized as for the educational arguments advanced for them.

Now the same expediency is being applied to their removal. Though some authorities are taking the opportunity to tidy away small pockets of middle schools inherited from former education authorities in the reorganization of local councils in 1974, few educational reasons for closing middle schools are being advanced.

Falling rolls mean some middle schools are now considered too small for the numbers of teachers required to provide specialist teaching in subjects like science and languages that distinguish the middle school curriculum from a primary one.

North Tyneside, however, is protecting its middle school curriculum by stuffing schools as though they were at least three form entry, even where they fall below this.

Shrinking secondary numbers and the difficulty of maintaining option choices is another reason some authorities want to put 12-year-olds back into secondary schools.

On top of this, the reorganization of sixth forms into sixth form or tertiary colleges also means transfer at 12 or 13 makes some high schools uneconomically small.

The 1,300 or so middle schools in England can start at age eight, nine or ten and go to 12, 13 or 14. But the eight to 12 schools seem to be continued on page 3



Just taking the air...

Shaking down after her first jump from 2,500 ft near Peterborough is the only girl in a group of seven new parachutists trained under the City of Leicester's Sport Training and Recreation project for the young unemployed. The scheme is already training 250 young people a week in various sporting activities.

Call for end to bonus payments in deprived areas

by Richard Garner

Bonus payments to attract teachers to work in socially deprived areas should be stopped from the beginning of next year, local education authority leaders are urging.

At present, 53,000 teachers in England and Wales are earning social priority area allowances of £201 a year (going up to £276 after five years' service) if they teach in an area considered to be socially deprived. The scheme costs local authorities £13m a year.

A paper prepared for the Burnley Schoolmasters' Union of Women Teachers, said: "They will be asking us to 'eat the potatoes' next."

The plan, as outlined in a letter from Mr M. J. Gifford, the county education officer, to all head teachers, is for schools to be given a midday supervision allowance which could be used for other purposes if savings are made at meal-times.

Teachers appointed on or after that date would only receive the allowance if they had been redeployed with their salary safeguarded or their school had been reorganized.

If they moved to another local education authority, had a break in service, were promoted or were voluntarily transferred, they would lose the allowance forthwith.

The paper says that the scheme, which was introduced after the Houghton inquiry into teachers' pay in 1974, "is not necessary in 1981".

"There can be little doubt that the teachers' supply position has altered since 1974," it adds.

"The committee has not reviewed in any significant way the list of schools designated in 1974. Both sides will be aware of the 'anomalies' which the designating procedure produced. It must be the case that some designated schools have had such marked improvements in the nature of their catchment area that they can no longer be justified as being included in the social priority list. Such factors must discredit the scheme."

"We thought that perhaps 'hustler' and 'latter' children were from homes of higher economic levels, but that did not pan out and neither did anything else," Dr Robert A. Ulstrup, paediatric professor who took part in the studies, said.



Weighty bodies show leaning towards weighty brains

Obese schoolchildren have higher IQs than their thinner fellow pupils according to a report of a research study conducted in America over several years.

The obesity-intelligence link was an unexpected result of tests given to 20,137 children in a study aimed at discovering the causes of cerebral palsy.

For purposes of the research by the University of Minnesota and children were classified as lean, average or obese based on a ratio of height to weight. The percentages in the groups were respectively 10, 80 and 10. As the study progressed, the Minnesota researchers found that obese children

had IQs averaging 10 points higher than lean children at the age of four.

At the age of seven the obese children were some five points higher, and the same was the case in later years.

Even when the groups were subdivided by sex, race and socio-economic status, the obese children were intellectually superior all round.

"We thought that perhaps 'hustler' and 'latter' children were from homes of higher economic levels, but that did not pan out and neither did anything else," Dr Robert A. Ulstrup, paediatric professor who took part in the studies, said.

Stand and deliver - Heseltine's law

The Queen's Speech, which opened the new session of Parliament on Wednesday, was dominated by two highly contentious topics, industrial relations law and local government finance, both of which could have an impact on education.

Mr Tebbit's brief is to replace Mr Prior's cautious tact with something more abrasive. It remains to be seen what extra-parliamentary opposition this arouses or how, if at all, it affects public services like the schools. The Government is now well into the second half of its term of office, and as the next election approaches the chances of another discontented winter must rise.

Mr Heseltine's local government Bill will prove no less contentious. Its object is simple: to curb local authorities' independent spending powers without entirely eliminating them. The chosen instrument - the referendum - is a powerful weapon on the side of economy, but in theory at least, it would preserve the legal power of the local authority to defy the Government, provided the local voters give their support.

The present arrangements ensure that authorities which exceed spending limits laid down by the Government lose grant progressively, till, like the Inner London Education Authority, they get no central government subsidy at all. The referendum would greatly strengthen the discipline of the grant system. The local authorities, themselves, are hotly opposed, but then, they would be, wouldn't they? For them - Tory and Labour alike - the

Bill drives another nail into the coffin of local government. They may even persuade some Conservative MPs to join them in attacking the Bill. And this could well be an issue on which Lady Young has a fight on her hands in the House of Lords.

In reality, however, the new legislation will do little more than trumpet the logic of what the Government has already done. Even without the need for a referendum, the present grant penalties are quite powerful enough to bring most authorities into line. Without having to hold a referendum, Mr Ken Livingstone and his colleagues in the Greater London Council have already been shown that they cannot bump up the rates with impunity and still expect to retain political power.

The effect of the GLC supplementary rate on the Croydon by-election was not lost on any London politicians. Nor was the extra charge for the GLC and the ILEA unimportant in St Pancras where the admirable Mrs Anne Sofer celebrated her conversion to the Social Democrats by resigning and winning back her former Labour seat.

The importance of these two by-elections will be tested on a much wider scale in the borough elections next May. It is not at all obvious that the existing democratic process is incapable of curbing local excess in the time-honoured way without hitting the local authorities over the head with the referendum. Mr Heseltine's Bill is unnecessary, as well as undesirable: a constitutional innovation which

will weaken local democracy in the long run, not strengthen it.

With or without the referendum, some sort of ceiling on the rating of commercial and industrial property seems a reasonable restraint.

Meanwhile, argument continues inside the Government and with the local authority associations about the base-line for next year's RSG: how realistically the Government treats this is more important to the schools in most areas than other immediate considerations. If the Government were to stick slavishly to the estimates used last year, and treat all excess over these as "overspending" a great many authorities would be in trouble. All the indications are that the Government will not hold rigorously to earlier targets, but it is possible that it will try to recoup some of what is conceded on the base-line calculations by cutting RSG as a percentage of all spending from last year's 59 per cent to some marginally lower figure.

Whatever happens, cuts on local expenditure are bound to affect education adversely, more especially since, except for school meals, education budgets as a whole have been kept within the Government's projections while other local spending has gone over the top. If what now happens is that local authorities are forced to cut education back still more to accommodate other local spending, then the case for an earmarked education block grant within the total sum distributed through the Rate Support Grant would become even stronger than it already is.

How Europe can animate the integrators

When the 13 Commissioners of the Communities adopted Ivor Richards' report for a social integration programme they were moving one important step towards affecting educational policies in countries.

As reported in these pages two weeks ago, the five year programme is designed to bring the social integration of handicapped children into normal life by setting up a network of "action districts" throughout member states. Though catering for an age-range from two to 16, the programme will last in principle from "cradle to grave" - providing life-long education, the kind drawn up in the EEC's education and training programme.

Though the EEC proposes to put its priming money, give a political edge, help with coordination and exchange of ideas, it will be up to the districts to get professionals from the different areas cooperating effectively in teams. In practice, though social and welfare services are brought in too.

If the project surmounts its next hurdle - wins provisional approval from the Council Ministers meeting in Brussels on December 15th - the support money (which will have to be paid out of the EEC Social Fund, a development in view of the previous impact on programmes affecting education.

Up to now, the stumbling block for the educational initiatives has been the absence of the Treaty of Rome of any mention of education, and the not unrelated difficulty in getting a meeting of European education ministers together.

This year, however, two factors make it possible to move carefully forward. The International Year of Disabled People was a major and emotional response throughout the countries of the Community, and in the European Parliament, for the principle of full integration of handicapped people into normal life, the aim of course, is linked with the Treaty commitment to full equality of opportunity.

Added to this, the new portfolio put together for Mr Richard, which gives responsibility for employment, social affairs and education to one Commissioner for the first time, allows a little more freedom for manoeuvre. There is no need to wait for the adoption of a Community education policy. The social integration project can, instead, be recommended for approval to the next meeting of Ministers of Employment or Social Affairs.

This places Britain in a tricky and responsible position for the future of the project. We are currently providing the Council with a report on the needs of this age group, and the desirability of combining the best of primary approaches with some hard secondary subject specialism.

If the new numbers game now forces the closure of some of the first kind (page 1) it should cause nothing but crocodile tears. But HM Inspectorate are at this moment writing up their survey on nine to 13 middle schools - and many of their sample are likely to be good examples of the second type, started with enthusiasm for educational reasons.

There have been plenty of myths (not least in the Inspectorate) about the defects of middle schools. Now they are under threat, the Inspectorate should publish their findings with all possible speed. Then decisions about the schools' future can be taken in the context of serious professional information about their practice, and its results.

No Comment

"There were one or two instances last term of a tractor driver arriving to cut the grass at an inopportune time as far as the school was concerned, and the driver was asked not to cut the grass on that occasion. This causes problems since next time he comes there will be twice as much grass to cut. I should be glad if you could give priority to grass cutting over normal school activities." From the Schools' Circular no. 25/81, issued by the Southwark division of Humber Education Committee.

Ministers seek selling line for curbs on rates

The Government was desperately seeking ways this week of making its proposed legislation to curb rate increases palatable to Commons backbenchers and the House of Lords.

A Bill to set an initial ceiling on rate increases next spring and to make supplementary rate demands subject to approval by local referendum is expected to be published next week. But environment ministers are trying to soften the attack on local rates by making the legislation acceptable each year until a permanent solution to the problem of rates is found.

The Government is said to have been shaken by the extent of opposition to its proposals in Conservative local government circles and on its own backbenches.

Up to 20 Conservative MPs are considered unlikely to support the measures as they stand. And in the House of Lords, a rebellion on the scale of the school transport defeat is thought possible.

Mrs Frances Morrell, deputy leader of the Inner London Education Authority, warned this week that the new Whitehall curbs could force the authority to prune its budget by 10,000, equivalent to losing 10,000 teachers.

Speaking at the National Association of Head Teachers conference in London, she accused the Government of conducting a vendetta against the ILEA. The new block grant system had already meant the withdrawal of £125m from the authority, so that the whole of its budget now had to be met by the taxpayers, she said.

ILEA which is already spending £25m more a year than the Government thinks necessary is the education authority most severely threatened by the forthcoming legislation. It would not only restrict initial rate rises but would also skew subsequent demands away from commercial ratepayers, who now foot three-quarters of the ILEA's bill.

£100m likely to be axed from grants budget

A cut of nearly £100m in the student grants budget is likely to result from the current round of public spending cuts.

The figure, which has risen sharply during recent inter-departmental discussions with the Treasury, involves not only a severe drop in the real value of awards over the next two years but also the elimination of the minimum grant of £410 and a big increase in the parental contribution.

However, there are no plans to cut the duration of the grant from three years to two. But all of these plans are still subject to Cabinet approval. Ministers will meet again next week to discuss departmental budgets in the light of Treasury demands to reduce projected spending.

Nursery charges which would need programme change in the law, will not be introduced this year. Sir Keith Joseph is said to have been concerned by his civil servants that the administrative complications would be too great, any possible savings in any case, ministers have been told there is no room for educational legislation this session.

Universities and polytechnics will not be asked to suffer further losses. Spending White Paper. Indeed, the universities' cash limit for next year will be slightly more generous than last year's, the White Paper said.

And polytechnics and colleges, which should benefit from a high relaxation of local authority spending targets, The Treasury now said to "accept that council spending this year is so much above target that there is no hope of keeping it to the figures set out in the White Paper."

Sir Keith pledges Manchester tertiary decision next week

by Biddy Passmore

Sir Keith Joseph, the Education Secretary, has promised Manchester's education leaders that they will have his decision on the city's tertiary plan by the end of next week.

Meanwhile a plan to introduce a full tertiary system in the London borough of Harrow has been defeated at the eleventh hour.

At a hastily arranged meeting at the DES on Monday, Sir Keith questioned senior Manchester officials and councillors closely about the likely effects on schools of Manchester's plan to scrap all of its sixth forms and replace them with five open-access tertiary colleges. It is the first city-wide plan to transfer all children to colleges at the age of 16 to have reached the DES.

He left them with the impression that he is likely to approve the scheme with the exception of one or two schools in the prosperous suburbs, where sixth forms are flourishing. At this late stage his legal power to modify the scheme is limited.

The school most likely to keep its sixth form is Parris Wood, which has been the centre of vigorous parental resistance to the city's reorganization plan. It is believed that legal advice given to both Manchester and the DES says the exception of Parris Wood is about as far as the Education Secretary could safely go without opening himself to a challenge in the courts.

In Harrow the Tory-controlled council's education committee had approved a scheme in which the local further education college would have closed and three existing sixth form colleges expanded to provide vocational courses.

But Conservative councillors on



Sir Keith Joseph

the full council were divided on the merits of the scheme. Last Thursday they joined forces with Labour councillors, who wanted to see a single tertiary college on three sites rather than three separate colleges, to defeat the proposals by 29 votes to 24.

Now the plan, which had taken four years to develop, will probably fall until the borough elections next May bring a change of councilors and a likely change in the political balance on the council.

The Labour Party's national plan for the 16 to 19 age groups is to be discussed by the party's home policy committee next week. It envisages the end of the traditional sixth form and the creation of a comprehensive

tertiary stage of education for all over 16.

Sixth forms and sixth form colleges would not be abolished but would have to remodel themselves to cater for all needs - vocational and academic, part-time as well as full-time, adults as well as 16 to 19 year olds. The document recognizes that resource constraints and local circumstances would make it impossible to create full-blown tertiary colleges everywhere.

All young people would be guaranteed a minimum income whether they were in work, education or training. The document warns, however, that the resource implications of a non-means-tested allowance would be "very great indeed."

A major feature of the proposed reorganization would be a complete restructuring of exams, with all 16 plus exams brought under the aegis of a tertiary awards council and the development of a modular credit system leading to the abolition of A levels.

Mr Neil Kinnock, opposition spokesman on education, has accused Mrs Shirley Williams of planning a 16 plus division into grammar and "tertiary modern".

He was referring to a speech Mrs Williams made in the St Pancras by-election last week, when she proposed "a vocational foundation year for those who want to learn skills, open to all children who do not want to stay on for sixth form work".

Mr Kinnock, who was addressing a one-day conference of the Socialist Educational Association in Manchester, also hit out at general SDP policy on 16 to 19 year olds, describing it as "pure drift".

Empty seats threat

Continued from page 1

most at risk along with those small pockets in urban areas.

Wigan's director of education, Mr R. C. Hopkinson, said, "I never have liked the middle schools we inherited in 1974. They have not proved themselves as the unique form of education they are supposed to be. They tend to be two schools under one umbrella - a top primary and a lower secondary."

Wigan was now looking at its sixth forms and this was "a good excuse to chop the middle schools" and protect primary schools from the effects of falling rolls.

In Brighton turning the 25 eight to 12 middle schools back into seven to 11 juniors is being considered as an alternative to closing schools.

In Chester the eight to 12 schools in one part of the city could disappear in 1984. Mr Noel Williams, area education officer, said, "It is not a matter of philosophy. The Plowden philosophy still holds good in the minds of the heads. It is just that it is an administrative nonsense to parents in a small area."

The new right of parents next year to opt for the secondary school of their choice means children could be transferring to or from the same schools at different ages. They could opt for a school that started at 11 from a middle school that ended at 12.

Proposals to change the age of transfer in Stoke-on-Trent back to 11 could mean the end of over 60 middle schools in Staffordshire.

In Devon there are doubts about the viability of eight to 12 schools in Exeter and Tiverton, and Kirklees is looking at its eight to 12 schools in the Dewsbury area.

Comment

Another swipe at students

It now looks as if it could be early next year before the 1982 Rate Support Grant order is made. Many local decisions on teachers' jobs and school supply will turn on this, and the local education budgets which follow in February and March. Nineteen eighty one saw teacher numbers decline by about 2 per cent; next year will probably see a rather greater fall as the peak-age group clears the secondary school and the drop in pupil numbers gathers momentum.

The extent of any education cuts conceded by Sir Keith Joseph should be known fairly soon. In spite of the circumstantial rumours picked up by the lobby correspondents it is doubtful if nursery school charges (and the contentious legislation they would have required) were ever considered for very long.



The main sacrificial lambs (page 3) are likely to be students and their parents. It is expected that the £410 minimum grant will go, parental contributions be stepped up, and inflation be allowed to whittle away the real value of the grant. It will be no consolation to full-time students on degree courses to know that even then they will have been far better protected than the poor miserable applicants for dis-

tionary awards. (Their treatment has been scandalous compared with that of students on mandatory grants or MSC programmes.)

How such a cut in student awards fits in with the Conservative policy aim of working towards the abolition of the parental contribution is not clear. Or rather, what is clear is that the quest for £100 million cut has pushed all other considerations to one side.

The consequences could be far-reaching. They could include a drop in higher education applications. There will be more pressure on students to find vacation jobs just when such jobs are likely to be even harder to find, especially in the North of England. More people may be driven to borrow money to see them through - perhaps this is a cunning move on Dr Boyson's part to encourage student loans without any government participation. A good deal of the extra cost will fall on families in the middle income groups and on those just above them in the salary scale whom Sir Geoffrey Howe professed to be anxious to help when Mrs Thatcher formed her government. The effect of the change will be to levy higher charges on many of the middle class families on whose support the Government has hitherto counted. The Conservatives may like students, but a lot of them are the sons and daughters of their regular voters.

Mixed response from CBI

The CBI conference had a rather inconclusive discussion of education and training (page 12). The resolutions which were passed were liberal in tone, but not many delegates chose to attend the session when these matters were discussed and the majority behind Mr Mundell's motion calling for "a national plan to better prepare school-leavers for work" was quite narrow.

Nevertheless it could have been much worse. The backwoodsmen might have won the day. There was some encouraging support for the New Training Initiative. Mr Ken Cooper, the former director of the MSC's Training Services Division, who now heads the National Federation of Building Trade Employers, helped to inject some good sense into the debate.

The discussion showed, however, that employers tend to reflect the same differences of view as Tory politicians, some of whom respond whole-heartedly to the need to put youth employment, training, work preparation and experience

on a new basis, while others regard any new training commitments as a drag on industry's future competitiveness. Somehow this has to be overcome if the urgent changes which the Manpower Services Commission are trying to get through are to make progress. For what it is worth the latest EEC initiative (page 15) is further support for the reformers.

Both ends v. the middle

Middle schools come in two varieties. Some - more likely the eight to 12 schools - were founded on a numbers game, juggling the primary and secondary populations to fit the space available when the school leaving age was raised.

Others - more likely the nine to 13 schools - had their roots in the Plowden report's recommendations about the needs of this age group, and the desirability of combining the best of primary approaches with some hard secondary subject specialism.

If the new numbers game now forces the closure of some of the first kind (page 1) it should cause nothing but crocodile tears. But HM Inspectorate are at this moment writing up their survey on nine to 13 middle schools - and many of their sample are likely to be good examples of the second type, started with enthusiasm for educational reasons.

There have been plenty of myths (not least in the Inspectorate) about the defects of middle schools. Now they are under threat, the Inspectorate should publish their findings with all possible speed. Then decisions about the schools' future can be taken in the context of serious professional information about their practice, and its results.

No Comment

"There were one or two instances last term of a tractor driver arriving to cut the grass at an inopportune time as far as the school was concerned, and the driver was asked not to cut the grass on that occasion. This causes problems since next time he comes there will be twice as much grass to cut. I should be glad if you could give priority to grass cutting over normal school activities." From the Schools' Circular no. 25/81, issued by the Southwark division of Humber Education Committee.

PAT cold-shouldered over talks about conditions

by David Lister

Local authority employers have refused to negotiate separately with the 23,000 strong Professional Association of Teachers over conditions of service.

The Council of Local Education Authorities claims it is up to the teacher unions to sort out their own difficulties. The National Union of Teachers-dominated teachers' panel has refused to give a seat to PAT.

Mr Dawson commented: "The reason is that we express opinions that they don't necessarily agree with; and for teachers to say that they don't want to listen to opinions that they don't agree with is flying in the face of what they teach in the classroom."

Mr Nigel de Gruchy, of the NAS/UWT, the second largest teachers' union, said: "We see no reason why we should take them into our midst when they take such an anti-trade

union line. I think they should apply for membership of the management side."

The PAT has, however, this week been given a seat on the new body to negotiate salaries and conditions of service in Scotland. Under the new Scottish Education Act, salaries and conditions of service are negotiated in the same forum, an aim of the present government for England and Wales.

Mr Dawson commented: "If it happens in England and Wales as it has happened in Scotland, CLEA/St will disappear and the whole question of whether we have a set on it or not will be a monument irrelevance."

Thirty six out of 104 I.e.s in England and Wales have recognized the PAT for local negotiating purposes.

Grants idea for 16-19s

by Mark Jackson

The Department of Education and Science has been asked by Ministers to report on the practicability of a scheme to pay means tested maintenance grants to 16 to 19-year-olds in schools and colleges through the state system.

Mr William Shelton, the Education Under Secretary, told a National Association of Head Teachers conference in London on Tuesday that he felt strongly about the way education fared under present arrangements.

The child benefit payable for youngsters staying on was £4.50 a week compared with £17.50 supplementary benefit for those who left school at 16. The Youth Opportunities Programme, Mr Shelton said that this amounted to

12% pay claim likely

Teachers pay negotiators are expected to agree on a demand for a 12 per cent rise when they meet on Tuesday, three months ahead of schedule, to formulate next year's pay claim.

But one union, the Professional Association of Teachers, whose 21,000 members have pledged never to strike, has announced it will limit its claim to 7½ per cent. It rejects the idea of uniting with other public sector unions in a common claim for 12 per cent - as recommended by the TUC - as amounting to an attack on the Government.

Mr Fred Jarvis, leader of the teachers' panel of the Burnham committee, has already said he would be recommending the joint approach with other unions.

This year's settlement was for 7.5 per cent, the same as had already been accepted by other local authorities in manual trades.

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Platform

Divided we fall

Can in-service training offer the weary teacher mental and physical stimulus to update skills in multi-racial education? Ken Millins anticipates the Swann report



"They were happy trying to see how each child could be treated in his or her own right as a unique member of the human race"

November 17 will be J-Day for the Swann Committee of Inquiry into the Education of Children from Ethnic Minority Groups. I stand for Janus! It has invited institutions and associations within and without the education system to help it face two ways: in one direction, in the words of its interim report, "to discuss the findings of its interim report"; in the other, "to look ahead to the rest of its work". Courageously it is prepared to run the risk of wry-neck or double vision!

The interim report was published in June under the chairmanship of Anthony Rampton. While it may not fall into Bacon's category of those "few books to be read wholly", nevertheless to judge from the quite frequent and usually informed references to it made at recent conferences, it has established its existence. This is encouraging because it makes some shrewd comments, poses uncomfortable challenges - and not least to the Government - and, towards the end, opens up important vistas.

My Platform article in *The TES* of June 26, 1981 on "The Rampton Report and Initial Teacher Training" tried to reflect its admixture of bludgeoning and lamentation about this phase. Biting by Botham and music by Lizz! For the past 15 years the trainers, with honourable exceptions, had been writing with a blunt pencil on coloured glass.

In-Service Education and Training (INSET) gets a far better press. It is not my intention to imitate those tantalizing master instrumental classes where the advanced professional is rewarded with a "very good" and then taken publicly apart, but rather to comment on the "yes-but" reaction of the report.

It was difficult to be objective on this national inquiry. It was often tempting to respond emotionally to a submission or a situation, to be critical of a teacher's perception and to forget that, unlike oneself, he could not escape at the end of the day. Two examples may illustrate the difficulty of reaching a fair judgment and making credible recommendations.

The report quotes from NAT-FIE's outstanding memorandum on teacher education. In it the latter is seen as "an indivisible process... of initial training, induction and later in-service studies." The association pleads for an "updating of knowledge and skills by teachers and lecturers in multi-racial education," for it thinks that "far too many... are underprepared to cope with the changes needed". Impeccable. I tried to relate those desiderata to "John", met during a school visit.

He was in his early years of teaching in a large down-town multi-racial secondary school, struggling to make sense of his specialist subjects to hard-bitten and often truculent teenagers but receiving little help from either his head of department or his head teacher. He had a young family, an ailing wife and a heavy mortgage. He left home early in the morning and returned in the evening after a tiring journey by public transport. How best, at this stage of his life, can "John" find the mental and physical energy to see his professional development as "an indivisible process" and to update his knowledge and skills in multi-racial education?

Yet, quite rightly, the report places high hopes on INSET as "the most effective means of directly affecting teaching in our schools in the immediate future".

The committee came across a number of "Johns" and "Janes". Some will find their tasks all the harder this session as they grapple with the anti-authority which thwarted its presence in Brixton and Toxteth this summer and which may well be rippling now into some classrooms.

With foresight the committee asked society to reflect on: "The relations between the police and ethnic minority youngsters and the bearing which these may have on school performance."

Television coverage of the disturbances showed an alarming number of such youngsters to be probably in the lower and middle forms of secondary schools.

The report recognizes that "John" and "Jane" must remain responsible also acknowledges that many of their more senior colleagues - including some of their most senior - need help and challenge too. It therefore stresses that all, from probationers to head teachers, would benefit from the concerted efforts of those within a school and an i.e.a. who have greater experience, expertise and a ready access to sources of information.

At various times the committee was confronted by sharply contrasting reactions to what some cynically called the "multi-cultural rubarb". Perhaps *Rheum Rhaniticum Polygonicum* is an apt choice. Man is decidedly ambivalent towards it, with its poisonous leaves and inner nutritional growth.

In some areas teachers complained that workshops and materials were not available; in others the authority deplored the cancelling of courses because of inadequate support. Some schools regretted the lack of award-

bearing studies; others were failing to profit from the knowledge and skills of colleagues who had completed advanced work. One authority was hoping to take part in an exchange programme with the Caribbean; another was adopting a casual approach towards its West Indian teachers. Some ethnic communities bemoan their under-representation on school staffs but continue to regard teaching as a low-prestige, unattractive profession. Impatience was expressed by some educationists with the "paraphernalia" of multi-cultural advisers, second language experts, home-school liaison personnel and cross-cultural counsellors. These were castigated as entrepreneurs of a race relations industry, protectors of vested interests, distorters of curriculum and apostles of imbalance.

Such harbs are unjust to the great majority of these people. They have brought a sorely needed impetus, and expertise, to the field which, almost certainly, would not have been provided by their critics. They work long, often unsocial hours and are caught in the cross-fire of contending expectations and hostile philosophies.

Notwithstanding, progress is being made and the committee was privileged to see some successful schools in action. Underlying their diverse efforts was a common assumption that multi-culturalism was pleomorphic - i.e. taking different shapes at various stages of its evolution. They were reacting to it not as a new phenomenon which had caught them unawares, but as a deep-rooted principle of British society to which our education system has usually responded intuitively rather than analytically over the years, and which required constant reinterpretation. They had gone beyond the "rubarb" and were seeking to reconcile the apparently irreconcilable. Take two examples.

First, most were devising some syllabuses which sought to reflect something of the characteristics and evolution of ethnic communities in Britain, as well as some major aspects of living in a world society, without falsifying the essence of a notoriously difficult to define - and even more difficult to sustain. The issues are complex ("Poverty in the Third World"; the tendency to the vilification and to stigmatize is often present ("Our friends in a Nigerian village"); to stereotype insidiously and to caricature ("Life in the many topics inherent in 'Teenagers and the police'"). The above subjects were not encountered in these

schools, but they are not fictitious. Secondly, they were trying to see how, on the one hand, each child could be treated in his or her own right as a unique member of the human race while, on the other, allowances could be made for the impact which religion, colour, custom, family practices and community expectations might be exercising on that individual; the dilemma of "Should a teacher be colour-blind?" In one secondary school the PE staff, after observation, tests and statistical analysis, had concluded that two minority first-formers from ethnic minority groups were physically underdeveloped. With the co-operation of parents and colleagues in other departments, they introduced programmes to remedy dietary deficiencies and to promote bodily growth. The head teacher considered that these efforts had been successful. In this instance the "colour-blind" dilemma had been professionally resolved.

What these schools had, perhaps, above all in common was their determination to approach multi-racial education from many different angles, and usually within a wider context. In one institution the keynotes for newly qualified teachers were security and confidence. They were given clear documentation about what the school expected from them, and the pupils, and what assistance it offered in classroom management, subject teaching, community awareness and personal counselling. Working parties had been in existence for years to look at major facets of the school's life. Curricula were under steady scrutiny; remedial and second-phase language work was firmly established; social and personal awareness programmes had been devised for middle-school pupils, meeting in small groups; close attention was paid to careers counselling and good use was made of the on-site EWO. Parental involvement was encouraged and the understanding, and cooperation, of the non-teaching staff in laboratories, offices, kitchen and dining room were considered important.

It was therefore no accident that playgrounds and surrounding areas were kept tidy, graffiti absent and pictures undamaged in the corridors. In the sixth form there was a high proportion of pupils of not only Asian, but also Caribbean origin - in contradistinction to the findings nationally of the report.

The committee had hoped to find lively school-based INSET programmes in multi-racial education. Few were in evidence. Some infant schools were energetically tackling two main themes: "Language needs

of our children" and "Understanding and working with parents".

The study sessions were usually squeezed into a short, hectic lunch hour, punctuated by frequent interruptions as sandwiched between a full lunch

in the morning and another in the afternoon. A boys' secondary school in an inner-city area had welcomed a comprehensive INSET programme planned by a group chaired by the deputy head teacher. This school the systematic release of staff over several years, to reorganize during the day their approaches and to create new materials. The cycle completed, another was to follow.

It would be impossible to assess the effectiveness of attempts to develop leaders in multi-racial education through, for example, NUT or NATFHE workshops, seminars, HMI conferences and award-bearing studies in higher education. There is insufficient time here to do justice to the work of such institutions as Southlands College (Roehampton Institute of Higher Education) and Goldsmiths College of London University - and to faculty of education of Birmingham Polytechnic with its In-Service Education for a Multi-Cultural Society.

Many of the preceding comments have implications for multi-racial INSET. From them it can be deduced that it has achieved a discernible, even if irregular, momentum. It would be difficult from being given more money, but that is an unrealistic hope at present. Its greatest need is for greater coordination of effort within a school - including sub-committee.

Mr Richard Smith, secretary of Cambridge Schools' Football Association, said they would be meeting again next week to discuss the matter.

"The teams would have had 10 days to agree to take the match," he said. He estimated that 16 secondary schools would have been affected in rugby, hockey, basketball and netball but not football. Cambridge schools play rugby up to Christmas then soccer in the Spring term.

Mr Smith, who is also a Cambridge city councillor, said he expected the revised decision to be accepted by the full council when it meets on November 17.

Students at Leeds University this week staged an all-night vigil outside the university buildings to protest over the university's decision to stop supporting a night-time minibus service set up after the Yorkshire Ripper had claimed his thirteenth victim.

More than 100 students took part in the vigil which took place on the eve of a meeting of the university senate which was to discuss the future of the door-to-door service and who should pay for it.

"It makes a great difference to life," said Mary Cassidy, a final year student, aged 21. "I live alone and feel much more secure knowing the service is there. I can go out at night without worrying how I shall get home."

The university, which stopped supporting the service in April after Mr Sutcliffe was convicted for murder, has been accused by the Students' Union of neglecting a commitment to women's safety.

Mr Jim Merragh, deputy president of the Union, said that after the murder of Jacqueline Hill, a Leeds student aged 20, the vice chancellor, the late Lord Boyle, had said they steps to improve women's safety

should be implemented without delay.

"The University must continue to honour that commitment," said Mr Merragh. The union had maintained the service since April but believed it was the University's responsibility to do so. The cost of running three hired minibuses for three terms from dusk until midnight was approximately £10,000.

Most of the trips involved taking women students home from the Union building. The driver would see them right to their door if they were particularly frightened. Women students could also ring up from any address in Leeds and ask for a lift to the campus or to any other address. A recent statement from the students' union says that although Peter Sutcliffe was convicted the problem of violent attacks against women - and the fear of them - had not gone away.

It says that the service has had a positive effect on student life. "Many women have stressed that they are much more independent now. They can go out after dark more or less as they wish, whereas before they would have had the choice of staying at home, arranging to be accompanied everywhere or taking risks by walking out alone."

Mary Cassidy, who studies French and history, said women in Leeds were more fearful than others of going out because of the Ripper attacks in the past. She had shown a group of first year students around the campus at the beginning of term and many had mentioned the existence of the bus service and welcomed it.

She said their fear was justified. A woman had been found dead in the Chapeltown district of Leeds just a fortnight ago. "The fact that Sutcliffe was caught doesn't make us feel safe all of a sudden. We are still afraid."

Although there was public transport the Ripper's last victim had been attacked after getting off a bus and within a short distance of her hall of residence.

A university spokesman said it should not be said that Leeds was more dangerous than any other city. In laying on the minibus service the University had responded to an emergency.

Sarah Bayliss

Recently-conducted survey of applications for senior posts may show discrimination ILEA to see if women lose on jobs

by David Lister

Britain's largest education authority has completed a year-long exercise of monitoring applications by women teachers for senior posts and may now urge school governors to practice "positive discrimination" to promote more women.

Officials in the Inner London Education Authority are studying the results of the exercise to see whether a disproportionate number of women teachers are being passed over for promotion or whether, as some in the authority think, too few apply in the first place.

It appears that there is discrimination, the authority will issue guidelines to governing bodies on interviews and appointments.

There are more women than men in the total teaching force in the ILEA. But in all senior teaching posts, men outnumber women. Only on a scale one do women outnumber men. Nearly 54 per cent of scale on teachers are women.

Mr Frances Morrell, ILEA deputy leader, told a conference of

Women's Education Group, a 400 strong group of London teachers whose aim is to promote more equal opportunities in schools, that there was a strong case for considering positive discrimination regarding women applying for senior posts.

She also told the conference she was against girls' schools even though there was a certain amount of evidence that girls did better in single sex schools.

"As far as I am concerned, girls' schools mean boys' schools," she said, "and boys' schools produce male chauvinists. We demand that in mixed schools boys learn about the exploitation of women."

Mr Patrick Orr, HMI with special reference to equal opportunities, told the conference that the inspectorate wanted to see all schools monitor the progress of children by sex, and attempt to develop a curriculum policy on equal opportunities. Secondary schools, he said, should also monitor option choices.

Mr Ernest Shields, a Liverpool head and former president of the Catholic Teachers' Federation, said it confirmed their worst fears of left-wing Labour policies towards church schools. "We have for some time

Snub for religious parents

by Bert Lodge

Parents with children at church schools are not fit to be school governors, a local Labour party has decided.

Together with parents of children at grammar or independent schools they have been banned from representing Labour on governing bodies by Norwood Labour Party in south London.

The chairman, Mr Leonard Hammond, said this week that he expected other local parties would follow Norwood's example. "For an individual who is deeply religious the general management committee could make an exception provided he would follow the party line, but it would be an exception," he emphasized.

Professor David Smith, leader of the Opposition on the Labour-controlled Inner London Education Authority, said it showed what the left wing of the Labour Party thought of voluntary schools. "I have no doubt that in a few years time this will develop into a full-scale campaign against them."

Mr Ernest Shields, a Liverpool head and former president of the Catholic Teachers' Federation, said it confirmed their worst fears of left-wing Labour policies towards church schools. "We have for some time

been expressing anxiety about the future, mainly because of some local party manifestoes. Though we sent a delegation to Mr Frank Field, MP, a few weeks ago, I have written again this week asking to see both him and Mr Neil Kinnock, MP, about Labour Party policy towards the voluntary schools."

On a London radio programme earlier this year Mrs Shirley Williams, Education Secretary in the last Labour Government and now a member of the Social Democrats, said she thought it was Labour's intention to do away with church schools. The broadcast brought a sharp rebuttal from Mr Kinnock and a demand that Mrs Williams publicly retract her remarks.

The Greater London Labour party manifesto adopted last year contained a resolution that no child should be educationally segregated by virtue of his or her "sex, religion, or socio-economic status". After an uproar from supporters of church schools, the party was forced to send out a circular in December denying it intended to abolish them.

Mr Hammond said that over the years most local parties would nominate anybody who indicated they wanted to serve on a governing body. But in Norwood they had

monitored the operation of various school governing bodies and in some cases their nominees had not operated in accordance with party policy.

It had been the majority wish of the general management committee that people who sent their children to church schools should be excluded from serving.

● Nearly half of inner London's primary schools do not know who their governors are more than two months after new governing boards were due to assume office.

Boards have to be reconstituted every four years, the last time being in 1977. Answering a question last week from Mr John Putnam, Tory chief whip on the ILEA, Mrs Frances Morrell, deputy Leader, admitted that for 45 per cent of primary schools, 20 per cent of secondary schools and 41 per cent of day special schools, the governing body had still not been settled.

Professor Smith said he thought the Labour Party was probably having difficulty in finding enough governors. "When we were in power the ratio of majority to minority party governors was 7:3. Now they are 3:1 majority party, they have to find about 5,000 governors."



Left: Peter Sutcliffe - the Yorkshire Ripper - and the dangers in the streets of Leeds

Leeds students hold protest vigil over ending of support for minibus

should be implemented without delay.

"The University must continue to honour that commitment," said Mr Merragh. The union had maintained the service since April but believed it was the University's responsibility to do so. The cost of running three hired minibuses for three terms from dusk until midnight was approximately £10,000.

Most of the trips involved taking women students home from the Union building. The driver would see them right to their door if they were particularly frightened. Women students could also ring up from any address in Leeds and ask for a lift to the campus or to any other address. A recent statement from the students' union says that although Peter Sutcliffe was convicted the problem of violent attacks against women - and the fear of them - had not gone away.

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Sarah Bayliss

PE teachers call off games boycott

Games teachers in the Cambridge area have decided to suspend their plan of refusing to supervise interschool fixtures. This follows a change of heart by the county council on encouraging, even if irregular, momentum. It would be difficult from being given more money, but that is an unrealistic hope at present. Its greatest need is for greater coordination of effort within a school - including sub-committee.

Mr Richard Smith, secretary of Cambridge Schools' Football Association, said they would be meeting again next week to discuss the matter.

"The teams would have had 10 days to agree to take the match," he said. He estimated that 16 secondary schools would have been affected in rugby, hockey, basketball and netball but not football. Cambridge schools play rugby up to Christmas then soccer in the Spring term.

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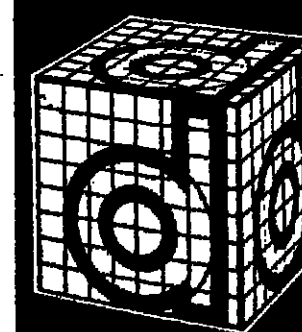
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New measures adjust 'over-optimistic' targets set for late 1980s

Sir Keith demands 20% teacher cut

By Bert Lodge

A cut of 20 per cent has been demanded by Sir Keith Joseph, Education Secretary, in the supply of teachers for the late 1980s. This is double the amount recommended by the Government's advisory committee.

But he has scaled down from 25 per cent to 20 per cent the committee's recommendation of a cut in the 1982 intake to the one year teacher training course for graduates, the postgraduate certificate in education.

The measures follow the realization over the past two years that the targets for teacher output set in 1977 after a drastic operation of closing or merging colleges were still far too optimistic.

Sir Keith has also ordered colleges preparing students for the Bachelor of Education degree not to accept more students next year than they did this year or last. This means they will on average be expected to continue operating 30-40 per cent under capacity.

None of the money saved will be diverted to in-service training for teachers in post, Sir Keith has emphasized.

In a letter to Dr Clifford Butler, chairman of the Advisory Committee on the Supply and Education of Teachers (ACSET), Sir Keith notes that in August the committee recommended the output of teachers in the late 1980s should be about 10 per cent below target, currently about

17,000 a year although about 3,000 do not seek to enter the profession after qualifying.

"It appears that reduction by as much as 20 per cent might still yield enough teachers to meet demand in the late 1980s," the letter says and asks the committee to start looking for cuts in the 10-20 per cent range.

Sir Keith thinks the 25 per cent cut suggested by the committee in postgraduate training entry next year might be too severe on some institutions, and points out that the demand for primary teachers will rise by the middle of 80s.

He suggests increasing the number of primary courses and reducing the many more secondary courses available for graduates.

The letter also emphasizes that now that schools and departments of education can pick and choose almost all PGCE courses were fully subscribed last year and many over-subscribed - selection should be rigorous. It calls for particular scrutiny of candidates with degrees in "fringe" subjects trying to get on to shortage subject courses. Metallurgists seeking to become physics teachers is often quoted as an example.

DES forecasts supplied by the committee earlier this year indicated fewer than 100 jobs available in primary schools and no more than about 6,000 in secondary in 1983-84. Thereafter demand would rise to 31,000 by the early 1990s.

Project under attack

by Bob Doe

The Schools Council Geography the Young School Leaver project was attacked this week for being a cultural society and perpetuating misconceptions about immigration and unemployment and the Third World.

The GYSL project is regarded as one of the most successful of the council's curriculum projects. It is a series of materials for use in the latest Bulletin of the Council of Educational Research and Training, many of which are questioned by Ms Dawn Gill, head of geography at Quinlan School, North London.

She says: "The course fosters unquestioning acceptance of the status quo. It is suspect in terms of education in and for a multicultural society; it fails to counter misconceptions about immigration and unemployment. In fact, it sees unemployment as inevitable and unchangeable and it fosters misunderstanding about processes which operate in the World cities."

"That immigrants are often held blame for unemployment and the decline is an unfortunate fact. What was GYSL doing to counter that sort of ignorance?" she asks.

The project had even gone potential for promoting racial standing and miseducation about the Third World.

"Unless Third World city inhabitants are seen as victims of a process, largely out of their control, in which the Western world plays an active part, they will inevitably be seen as responsible for their own poverty," says Ms Gill.

The widespread use of GYSL made its syllabus particularly worrying. Ms Gill claims 85 out of 100 London schools use it.

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BEE 124 90 pence from the Education Unit, TCPA, 17 Carlton House Terrace, London SW1Y 5AH.

Reprieve for Bristol's faculty of education

by Biddy Passmore

The axe hanging over Bristol University's faculty of education has been stayed. After a five and a half meeting on Monday, the senate found itself unable to agree on a package of cuts which would have closed not only the prestigious education faculty but also the faculty of architecture and the departments of Italian, Russian, and history of art.

Now the senate is to examine these and a series of alternative proposals at further meetings before final decisions are reached on how the university is to cut its budget by one sixth by 1984.

Also unable to decide was Surrey University, where closure of the departments of philosophy and home economics and of the undergraduate course in human biology is on the cards. After an inconclusive meeting last Thursday, the senate hopes to seal the university's fate at another meeting next week.

At Salford, however, the senate approved a drastic revision in the university's academic plan made necessary by a cut of 44 per cent in the university's grant by 1984. Student numbers are now planned to fall from 4,000 to 3,000 by 1984-85 and a range of courses from politics and contemporary history to biochemistry and biology will stop admitting students from next autumn.

But Salford has still to work out the staffing implications of its plan. A senate planning group under the vice-chancellor, Professor John Ashworth, is to examine these in time for a further senate meeting at the end of the month.

Meanwhile, Aston University has lifted the threat of compulsory redundancies of staff in the current academic year. A meeting of the university council last week voted by 20 votes to 12 to oppose them and asked the finance committee to look at a policy of deficit funding to avoid bankruptcy.

A third merger between colleges of London University is under discussion. A joint working party is to examine how far Imperial College of Science and Technology, one of the largest and most prestigious schools with over 4,500 students, could collaborate with Queen Elizabeth College, which has only 1,160.

The two colleges are situated within a mile of each other and both concentrate on scientific subjects. A merger between them was canvassed as a possibility in the second discussion document produced by the Swinerton-Dyer committee.

Two other mergers are planned to help smaller institutions survive an anticipated drop in the university's income of 15-20 per cent by 1984. They are between King's and Bedford Colleges and University College and Birkbeck.

In addition, a merger between Royal Holloway College and Brunel University is being considered. This would be the first of its kind between a London University college and a university outside the city.



Demo at visit by Lord Denning

The opening of Seymour House at Bloxham School, Oxfordshire, by Lord Denning, Master of the Rolls, on October 31, drew a protest march from the Socialist Educational Association, which wants to see an end to all state support for private schools. More than 40 demonstrators presented Lord Denning with a protest letter.

In a statement afterwards the SEA, which is affiliated to the Labour Party, objected to his using his public office "to give responsibility to Bloxham School's opening of a luxurious new house while local state schools suffer... a deprivation of resources which does not even allow them to clean properly existing buildings".

Council drive for wider curriculum

Brent's Labour controlled council has launched a major initiative to revise its schools' curriculum on multi-cultural lines.

At a council meeting last week, it decided to set up a £100,000 "resources centre with experts in Asian and Afro-Caribbean literature on hand to help teachers, as well as technicians to prepare new teaching materials."

Three-quarters of the cost will be met from central government grants under section 11 of the 1966 Local Government Act.

Brent has the largest ethnic minority population in the country. Mr Bryan Stark, a Labour councillor and chairman of the education committee, said: "We decided to take a political decision as we felt we were not getting the progress we had hoped for. We also had the impetus of the interim report of the Rampton committee and more vocal groups from the community."

The authority will be consulting the local teachers' panels and representatives before any changes are made and working parties will be set up to discuss the scheme.

Provision for disabled 'getting worse'

Opportunities for handicapped young people to go onto further education are getting worse, says a report published by the Department of Education and Science this week.

It calls for better staff training, assessment of students, coordination of support services, more expert counselling and a better developed curriculum.

It looks at the current research about 14-19 year olds with special educational needs. The findings will be used by the FEU to stimulate

The report was commissioned by the Further Education Curriculum Review and Development Unit of the DES from the National Association for Educational Research.

Students with special needs in FE: FEU, Publications Despatch Centre, DES, Homepost Lane, Cavers Park, Stunmore, Middlesex, HA1 1AZ.

'Market skills' plea to teachers

Teachers must leave their ivory towers and market their expertise in education shops, Mr Brian Jackson, chairman of the National Children's Centre, said last week.

"Top-quality schooling should run right through society like the lettering in Blackpool rock," he told students at Charlotte Mason College of Education in Ambleside.

"We need to build on the Playbus movement and take education to where it is needed. We should advance from the Open University and create an Open school on television. That would give all children some access to the most superb teachers, and the public some sense of the explosive power of top class schooling," he said.

Chairman resigns

The chairman of Birmingham's education committee, Dr Charles Gray, has resigned because he did not feel able to devote the necessary time required for the job. Dr Gray, a lecturer in biochemistry at Birmingham University, is to be replaced by Mr Norman Hargreaves.

Britain in front with new technology

by Craig Anderson in Brussels

Computer education seems set for a boost from the European Commission. According to EEC experts Briog is leading the field in education about new technology and the use of computers in schools and new programmes in this area to be drawn up in Brussels could mean more EEC money for education based around new technology.

A Commission report on new technologies and social change, discussed by the 10 Employment Ministers as well as representatives from both sides of European



Mr David Holton (pictured left) is the Worthing headmaster suspended since July for his outspoken comments on merger plans affecting his school, has been reinstated but given a final warning.

At the end of September the governors of Tarring High School in Boys gave their verdict that Mr Holton should get a final warning in spite of a recommendation from the Director of Education for West Sussex, Mr Roy Potter, that he should not continue as head.

This has to be confirmed by the county whose schools sub-committee took advice from leading counsel on whether they could overturn the governors' decision.

After the committee met this week to discuss the case, Mr Potter said counsel's view was that they were precluded from considering any more severe action by the articles of government.

So Mr Holton was reinstated, his paid suspension had remained in effect even after the September governors' decision, pending confirmation by the education authority.

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Life is a little lonely for the only SDP member of the Greater London Council — Mrs Anne Sofer, the by-election victor at St Pancras.

She was "introduced" into the council on Tuesday afternoon, she had to make do with one sponsor, not the usual two. He was Mr Adrian Slade, the sole Liberal member. Together, they make up the Alliance.

Things seem marginally cosier on the Inner London Education Authority, where she is a fellow party member in the shape of Mrs Celia McAskill from Islington.

But of course Mrs Sofer knows them all anyway. For, until she resigned from the Labour Party and submitted herself for re-election, she was a leading member of the moderate Labour faction on the LEA. And, before the last GLC election brought Mr Livingstone and his allies to power, Mrs Sofer was chairman of the authority's schools sub-committee.

Now her place has been taken by Mrs Frances Morrell, leading left-winger and former political advisor to Mr Tony Benn. Mrs Sofer has no intention of rejoining the schools sub-committee to plague Mrs Morrell. But she will be attending as many meetings of all sub-committees as possible to keep an eye on developments.

Mrs Sofer has few arguments with the ruling Labour group on matters of education policy. She too fought and won an election last May, pledged to expand nursery education and 16 to 19 provision. She has been irritated, however, by such moves as the appointment of Mr

Biddy Passmore meets Anne Sofer, last week's SDP victor in the St Pancras by-election

Lone fighter against extravagance

George Nicholson, an extreme left-winger, as advisor on political education, a step which she describes as "crass in the extreme".

But what really sticks in her throat is the Labour group's "irresponsible extravagance" and desire for confrontation with the Government. Instead, she advocates caution and moderation and a close look at the books.

The chief struggle in the LEA over the coming months will thus centre once again on next year's budget. Labour GLC councillors were returned at last year's elections pledged to increase spending. Yet the budget, at £700m, is already about £250m above what the Government thinks the authority ought to be spending to provide a standard level of service.

This year, the LEA sacrificed all of its

central government grant in order to keep spending levels up and ratepayers footed the bill. Now, with the Government planning to introduce draconian cuts on high-spending councils, the spending battle looks like becoming a head-on confrontation.

"My own view is that the only way to save the LEA's levels of provision is to scrutinize the budget very carefully now to see what savings can be made," she says. "We shall fight the legislation in Parliament but we must be ready with contingency plans if there has to be a reduction. We must establish how we could save, say, 2 or 4 per cent."

In any case, she thinks it unfair on the ratepayers to keep asking them to pay more and thinks the greatest danger to the authority would arise if it lost the public support it still

enjoys. "I never was in favour of keeping a number of teachers regardless of whether she says, 'Given that that authority has the best pupil-teacher ratios in the country, it's just not realistic to ask the ratepayers for that, although you need some expansion in secondary schools.' She thinks provision could be contained within the budget."

Apart from spending, on which the members will be trying to unite with the moderates and Conservatives to defeat vociferously high proposals, Mrs Sofer is conducting a smaller battle to get seats on school governing bodies. She wants to say that SDP should now be a representation in line with its ILGA membership — that is, one seat in 24.

She looks slightly embarrassed at tickling from one who has always supported her formula for governing bodies. She hopes that an SDP Government would implement the Taylor formula everywhere. Meanwhile, she thinks the SDP should share of the places under the existing system.

In addition to her LEA activities, Mrs Sofer will also be playing an active role in SDP policy-making at the national level. John Roper, MP for Farnworth and education spokesman, has set up an education policy group and asked Mrs Sofer to



Sickle-cell anaemia may cause 'laziness', says report

West Indian school children, who are sometimes labelled as lazy, may be suffering from sickle-cell anaemia, according to a new report.

The report, by the Sickle Cell Society, says the disease — which often goes unrecognized, occurs in about one in 300 to 400 black babies.

The disease, also found in people from the Mediterranean, the Middle East and Asia, causes pain, infections, anaemia, leg ulcers, strokes and sexual difficulties in men.

Although there is no cure, problems and complications can be reduced by specialist medical care.

The Caribbean Teachers Association welcomed the report as it was sure the vast majority of teachers had not heard of the disease. Mr Trevor Carter, chairman of the CTA, a member of the Swann Committee and a teacher at Brooke

House School, south London, thought it was worthwhile pointing out to teachers, especially those with pastoral responsibilities, that it was something to be checked.

A spokesman for the Haringey Black Pressure Group, also a secondary school teacher, said it was a factor to be taken into consideration just like any other illness which might affect a child's learning. However, he was not certain it was a major factor in why black children underachieve.

The report said: "In our experience, teachers know little if anything about sickle-cell disease and are sometimes even unaware that a child in a class has the condition."

"We know of examples of affected children being considered lazy because the effects of anaemia are not recognized."

"Some children have been forced

to undertake strenuous exercise or stay outside in the playground in cold, damp weather, thereby bringing on a painful crisis with danger and distress to the individual."

The report adds: "The society is very disturbed at the lack of any national policy to test newborn babies for sickle-cell disease."

"We are aware of cases of unexpected deaths in young children who were later found to have sickle-cell disease."

"Children under five are very prone to sudden infections, for example, but if the general practitioner or casualty staff are unaware that the child has sickle-cell disease, they may not take appropriate action."

"We are aware that affected children can still die at an early age with the best specialist care, but are convinced some early deaths could be prevented."

"Some children have been forced

Employers urged to take hand in deciding where axe falls

by Mark Jackson

A top industrialist this week called on Britain's employers to take a hand in deciding where the forthcoming cuts in the polytechnic and advanced further education should fall. Sir Adrian Cadbury, chairman of the Cadbury Schweppes food and drink combine, said that it must prevent any extension of the damage done to industry's interests by the university cuts had been

In an outspoken attack on the University Grants Committee and the vice chancellors, Sir Adrian told the annual conference of the Confederation of British Industry on Monday, that they had imposed the biggest cuts in student numbers on the universities from which industry recruited most heavily. Sir Adrian, who is chancellor of Aston, said that because institutions like his own had been treated in this way, the impression had been given that, on the whole, the newer technological universities were the least important.

"Given the bias of the whole education system against business, this is a disastrous, if unintended result," he said.

He called on the UGC to help retrieve the balance by publicly backing initiatives by the technological universities, such as science parks, which provided industrial firms with accommodation on campus so that they can use university research facilities and become closely involved with other activities.

In a rebuke clearly aimed at another speaker, Dr Kenneth Miller, who was defending the cuts as a member of the UGC, Sir Adrian said CBI members should speak out as industrialists "and not pose as education experts. He agreed with Dr Miller that higher education could not be exempted from the cuts in public spending which the CBI was urging, but said that it was the CBI's task to ensure that the cuts were made in a way which caused the minimum damage to industry and that it was seeking to recruit

Dr Miller, who is managing director of a Crawley-based engineering company, had told the conference that although there had been "howls of anguish from the Salfords and UGC" it was just not true that the technological institutions. The fact that despite the higher cost per student in engineering and technology, the committee was recommending a 2 per cent increase in their numbers within the 5 per cent overall cut in university places was at last getting through. Salford had countered by suggesting in a letter to *The Times* last week that this expansion was in the down-to-earth applied engineering courses; but in fact half of

the 10 universities which the UGC had invited to expand their engineering courses were 'post-war institutions', Dr Miller said.

"It is important that the vice chancellors in the last few years have been smaller and in many ways better than the country can afford."

But the education of engineers and technologists was also good at polytechnics and technical colleges and there was at present a organization which could give the selectively on a national basis. He urged the CBI to support proposals for a new body like the UGC to oversee their financing and management.

This part of his speech drew a backing from Sir Adrian, who said that the first priority must be a national policy for higher education as a whole so that resources could be allocated rationally, but it was essential that industry should have an effective say in where the cuts should fall.

Measures like the New Technology Initiative proposals or the Young Opportunities Programme are a substitute for a sound national education policy, Sir Donald Barnes told the conference. Sir Donald, chairman of another big food firm, Borden's, and a member of the UGC, put forward a motion asking the CBI to promote a better understanding, by employers, of the educational system and its liaison projects such as its own Foundation, Understanding British Industry.

"Businessmen must understand the national education system and must get involved in it because of national educational capacity and application of it are absolutely vital factors in our future position in the world."

Sir Donald said that he did not believe that if businessmen understood they would accept the development of a system which let only 10 to 15 per cent of youngsters go on to higher education compared with 25 per cent in Japan — a gap he called "frightening". An examination system also encouraged three quarters of our 16-year-olds to give up studies probably for ever.

The CBI must develop and expand the work of its education and training directorate so that its views on education could be as soundly based as those it put forward on fiscal policy, and the confederation's members must get more grass roots experience of the system.

Scorn over leisure idea

Jack Chambers, president of the National Union of Teachers, last week denied a suggestion that schools should be more concerned with education for leisure and perhaps to persuade young people to see themselves as leisure classes.

"To adopt that kind of philosophy to demonstrate a total failure of understanding of human needs," he told the NUT careers convention in Manchester. In the adult world the test was whether or not you could pay your own way, and to do that meant to be seen as someone who made a useful contribution to society.

"To talk about education for letting it be a waste of time. However, we should see people in the education world as being from the external world. It is certainly not true of the youngsters we teach, for they enter that real world the moment they pass out of the school gates."

Active unemployment, attacks on trade union and employment rights and changes in the working environment because of new technology were a feature of the 1980s. Mr Clive Jenkins, general secretary of the Association of Scientific, Technical and Managerial Staffs told the convention.

"The new technology reduced staffs and increased managerial control, certain key skills would still be in short supply. Automation could, however, eliminate up to 40 per cent of office jobs although office work currently accounts for a least 35 per cent of all employment."

Bradford faces £20m bill on unsafe schools

Two Bradford schools are to be pulled down and replaced at a cost of over £13 million because they are unsafe and too expensive to repair.

This is just the start of a programme of essential school-building which may cost the authority another £20 million over the next five years. From about the rest of Bradford's 300 schools, many of which were built in the 1950s, the council has ordered detailed reports on every one.

The problems at Newby First and Ryan Middle schools came to light earlier in the year when a ceiling fell down, narrowly missing a teacher's head. The buildings were closed in the summer and temporary accommodation for the 600 pupils affected has cost £150,000.

A third school, Lappage Middle, is also to close because of structural repairs. The school's £200,000 pool has already been pronounced unfit for use.

Partly to blame is the authority's financial situation in being in the forefront of educational development.

40% ignore free meals

Up to 40 per cent of children in England eligible for free school meals do not bother to claim them, a Government survey revealed this week. The take-up rate is slightly higher in Scotland and Wales, according to the report by the Office of Population, Census and Surveys for the Department of Education.

Although the survey was carried out before the 1980 Education Act, the figures were adjusted to take account only of those families receiving Family Income Supplement or Supplementary Benefit — now the statutory requirement for receiving free school meals.

The survey found that families did not take up meals because they were concerned about the stigma and they were inexperienced in claiming means tested benefits, although difficulty in applying forms deterred only a minority. The take-up rate for ethnic minorities was about the same as for white families.

Free School Meals. Occasional



The happy jogger: Robert Burn, 37-year-old lecturer in graphic design at Bristol Polytechnic, relaxes after completing the recent New York marathon in 3 hours 29 minutes. He took up running just a year ago and in New York, where he came 5,017th out of 160,000 competitors, he knocked 1 hour off his London marathon speed. (Picture by Nick Shipley)

Teacher beats Inland Revenue claim on costs refund

by Richard Garner

A High Court judge has given a ruling which will prevent teachers being taxed on expenses claimed for travelling to parents' evenings and other voluntary duties.

The announcement was made in the High Court last Thursday after Inland Revenue had appealed against a decision by local tax commissioners in Birmingham who had decided that a city teacher, Miss Ann Williamson, did not have to pay tax on expenses of £13 that she had received as reimbursement for travelling to parents' evenings.

Miss Williamson, who has been supported throughout her case by her union, the National Union of Teachers, took the matter up with

local tax commissioners after her local inspector of taxes had told her she should pay tax on the sum. After the commissioners had ruled in her favour, the Inland Revenue appealed to the High Court.

Mr Justice Walton, rejecting the Inland Revenue appeal, said: "This is not merely a case of taking a sledgehammer to crack a nut. It effectively ensures that the nut itself, and a whole lot more, will disappear in the operation."

He stated that the payments were clearly not emoluments but were a straightforward reimbursement for expenses incurred. He added that the Inland Revenue should adopt a "broad brush" approach in cases where there was only a small profit

element which it could not identify. Mr Fred Jarvis, general secretary of the NUT, said: "Parents' evenings and a wide range of other activities such as staff meetings, drama rehearsals and sports training sessions, are undertaken by teachers for no extra pay."

"The union has long been concerned that our members were being penalised for attending these voluntary activities. If they are taxed, they are simply better off not going. This case has shown that expenses, which merely cover the cost of transport, should not be taxed."

"We are delighted for our member, Miss Williamson, and for the teaching profession in general. This is a victory for the union and for teachers throughout the country."

Common Entrance exam syllabus for all

For the first time since it was instituted 75 years ago this year's Common Entrance examination for places at public and senior independent schools will be common to both boys and girls.

About 10,000 thirteen-year-olds sit the exam each year. Previously boys' and girls' preparatory schools each followed a separate syllabus but when the exam opens on Monday papers for all candidates will be

identical. "This is a very natural development at a time when boys' and girls' schools are working more closely together," Mr James Hornby, head of Clifton College prep school and a former chairman of the Incorporated Association of Preparatory Schools, said this week.

"It follows the recent amalgamation of the IAPS with the Association of Headmistresses of Preparatory Schools."



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Biotech plea to schools

Schools should help lay the foundations for the expansion of biotechnology — the use of biological organisms in manufacturing processes — says a report soon to be published by the Royal Society.

Pupils should be made more aware of the role and importance of applied biology and engineering through a broader scientific and technological education says the report, *Biotechnology and Education*.

This should include developing sound commercial judgment on the creation of new products, something the broader Scottish secondary curriculum is better at than the system used at present in English secondary schools, the report adds.

Exam boards, too, should recognize the importance of biotechnology.

The numbers of biotechnologists needed over the next ten years, when it is predicted there will be something of a boom for this kind of industry, is unlikely to exceed 5,000.

The report recommends that they be trained through existing courses in biology and chemical engineering.

Papers invited
Teachers, students, employers and education officials are among those invited to submit papers to the world conference on cooperative, i.e. shared, education to be held in Melbourne in 1983.

Cooperative education is defined as courses which integrate study in the educational establishment with periods of work experience and those wanting to submit a paper should send a synopsis of 500 words to the conference committee at PO Box 218, Hawthorn 3122, Australia.

Youth 'guarantee' urged for 16 to 19s

by Diane Spencer

A coherent, national plan for educating and training all 16- to 19-year-olds is urgently needed, Mr George Cooke, secretary of the Society of Education Officers, told a conference in London this week.

At present the system was "poor, patchy and inadequate, a lottery, a mess". The obligations of local education authorities needed clarification; but it was no use central government simply affirming obligations unless it gave i.e.a.s. the resources to discharge them.

He was speaking at a conference organized by the National Association of Teachers in Further and Higher Education and the National Bureau of Handicapped Students.

"I find it quite terrifying that the latest figures show that 4 per cent of all unemployed are under 24, and a further 21 per cent are under 34 — and this is the time when they have much to contribute to our national life. The latest figures suggest that 60 per cent of 16- to 18-year-olds will soon be unemployed," said Mr Cooke.

He did not believe that the Government was in a position to do anything. There was always money if your priority was high enough. "We are neglecting our education system, and we are in danger of fiddling while Rome burns."

"I do not envisage Britain as a world power, or a good place to live unless we develop a national policy for the young."



Mr George Cooke, Society of Education Officers

Earlier, Mr Len Murray, general secretary of the TUC, outlined a four-point plan to give disabled school leavers a better deal.

Mr Murray said trade unionists, teachers and students should press for early action on:

- better careers guidance based on the assessment and which would continue after school or college;
- a choice of full-time education for 16-year-olds either in school or college, preferably in mainstream education;
- every training system must provide for the handicapped;
- sheltered employment must be available for the more severely handicapped because in 1981 nearly 20,000 people assessed as capable of sheltered employment had no job. "This is a shameful feature of what is generally a disgraceful situation."

Mr Murray also appealed to trade unions to get employers to increase the number of disabled they employ by making it part of their negotiations on pay and conditions.

Interim body set for drastic surgery on big colleges

by Biddy Passmore

Local authority representatives are to meet Mr William Waldegrave, junior minister responsible for higher education, next Monday to reach final agreement on plans for a temporary body to run the polytechnics and colleges of higher education.

The board outline of the body was approved by a special meeting of the Council of Local Education Authorities last Thursday. It is hoped that the new machinery will start up by March, although it will be unable to do more than exert the broadest influence on the allocation of funds in 1982-83.

But it will be able to start work on course approvals with effect from next autumn. The signs are that the biggest and most expensive institutions will come under scrutiny first and some could undergo drastic surgery only months after the new machinery comes into being.

There will probably be three tiers: the main body, chaired by Mr Waldegrave and consisting of only eight or ten elected local authority representatives, which would meet at least quarterly; the central board, with equal numbers of local and DES officials (the latter including HMI), and at least three institutional representatives, which would meet regularly and make recommendations to

the main body; and an advisory sub-structure on financial and academic matters.

However, there are already signs of strong protest from parties excluded from the main body, including polytechnic directors, college unions and the Council for National Academic Awards. Under present plans the CNAA would be included only in the advisory sub-structure.

The body's secretariat will be kept small at the outset, with perhaps two senior administrators from the local authority side and one from the DES, and three or four support staff. Staff would have to be seconded until the body's source of funding is worked out, but CLEA will oppose any Government move to operate permanently on the basis of staff secondments.

Because of timing, the size of next year's advanced further education "pool" - the central fund to which all L.e.a.s. contribute - will be fixed by ministers, not the new body. And it will be distributed on the basis of average unit costs, not the body's view of the quality or national relevance of courses. All the new body will be able to do on the funding front next year will be to feed in general guidance on future treatment of courses and institutions.



Dyslexics win with essays

Duncan Goodhew, the Olympic swimmer, presented prizes of pens last week to winners of an essay competition, organized by the Dyslexia Institute. The winners (left to right) are: Lara Bond, aged 11, of Richmond, who is a pupil at Putney Park School; Bolton, who attends Looe Lock County School, Bolton; and Susan Welsh, aged 16, of Bridgewater, Somerset, who is studying for A levels.

Adult education is a legal duty, says union

Local authorities must have a legal duty to provide adult education, according to the Association for Adult and Continuing Education, the union representing teachers in adult education.

Responding to a report by the joint Further Education Legal Basis working group, published in July, the association says that to give authorities only the power to provide adult education would "amount to a catastrophe."

"It would, we fear, encourage some L.e.a.s. to provide only a token service, and some to dispense with provision for this age group altogether."

The duty to provide adult education must not be qualified in terms of available resources, the association says. "The mention of 'restraint of resources' is a nonsense if the needs of further education are to be adequately met."

Neither should adult education be defined separately from further education. Instead the association advocates the use of the term "further education, including adult and continuing education."

The Association of County Councils and the Association of Metropolitan Authorities have also said that education authorities should have a duty to provide further education - within limits.

In a statement, the ACC and L.e.a.s. should have a duty to provide further education for the "whole of the population within their boundaries." Earlier, ACC representatives had argued that they should have power to provide adult education.

However, the statement acknowledged the continuing sharp divide between the association and the FELB working party - "free trade" between the two.

Some L.e.a.s. agreed to pay for their own students to attend courses in other authorities but others felt such freedom threatened to come in their own area, it said.

The AMA says that education authorities should have a duty to ensure "a reasonable range of further education opportunities" for their residents. This would leave the interpretation of the duty to the local authority.

Health service concern

The school health service varies widely in quality, not only between education authorities but from one school to another in the same area, says a report published last week.

This is the last completed report by the Children's Committee, the quango asked by the Government last month.

It is also concerned at the number of schools which are seldom visited by a doctor. All children, for the 11 years of compulsory schooling, which has the dual aim of promoting health and providing health surveillance. But health and education authorities have not given the service the priority it has needed over the years, claims the report.

The committee says it is essential that money and staff now allocated to the service are safeguarded; medical staff should be given sufficient space to work as they often have to see pupils in corridors or temporary partitioned rooms; adolescents should be encouraged to seek advice from medical staff; medical and teaching staff should be more willing to share information about pupils.

Ms Susan Wallis, senior research officer with the London Borough of Lambeth, claimed that her authority had found that poor resources had hampered attempts to provide some of the care schemes described by DES and DHSS and called on the where their money is.

New subject proposed

A new school subject - the "life technic" - was proposed last week to improve the nation's technological capability and its industrial performance.

Professor Geoffrey Harrison, of Trent Polytechnic, believes all pupils - boys and girls, bright and less able - should be taught the skills, knowledge and attitudes required to design and make things and to solve practical problems.

Giving the 1981 Stanley Lecture, he emphasized he did not want handicraft or applied science. What he wanted was "the synthesis of knowledge from many disciplines to devise technical and economic solutions to practical problems."

This was part of the second education of several European countries, he said. It was not to be confused with any existing single curriculum subject in this country.

It would require cooperation between teachers of a wide variety of disciplines. "The teacher of technology is not only for the subject of technic but for other subjects, the same way that a scientist presents his science."

Few aware of council projects

by Bob Doe

Few teachers have heard of key projects by the Schools Council, says the final report of the council's own investigation into the impact of its work.

It says that many of the council's large-scale curriculum development projects have gained acceptance among teachers for the ideas and materials they offered.

This was especially true if they offered complete courses and if pupils were involved in an identifiable group of teachers and did not cross subject boundaries.

But most of the council's projects had only been heard of by few of the teachers they were aimed at. In the case of primary teachers, the figure was 10 per cent, for middle school teachers 25 per cent and for secondary teachers 15 per cent.

Even with the most successful projects, only about two-thirds of the teachers who came into contact with them actually ended up using them. Most Schools Council projects, which produced teaching schemes, were not used by substantial proportions of the intended audiences, the report says.

Most heads and teachers did not read the various working papers and reports produced by the council, although L.e.a. advisers valued them for their debate and setting standards of what is possible in education.

Whether the council gives value for money is a question the report asks. It depends on the values brought to bear upon the question. "I say, most teachers were 'lukewarm' towards the council."

Pay-offs deal reneged on, claims NUT

A teachers' union is claiming that a county has gone back on an agreement to give redundancy payments to teachers who took early retirement.

The National Union of Teachers also claims that the maximum enhancement of pensions - which such teachers are entitled to - is also being denied by Buckinghamshire county council. A collective dispute has been declared.

Under the agreement teachers taking early retirement are entitled to redundancy pay if their jobs are not filled, or filled by redeployed teachers.

Mr Geoffrey Peppiatt, an NUT officer, said he had traced at least three teachers in the county who had lost out on redundancy pay.

One member was a woman aged 39 who had an entitlement to £23,000 in redundancy pay as well as a pension. Another case was a man aged 64 who, by rights, should have received a £3,700 redundancy payment.

In each case the teacher's job had not been filled or it had been filled by a redeployed teacher so that, as a result of each retirement, Buckinghamshire was employing one fewer teacher.

Mr Peppiatt said the county had been "handy" in teaching an agreement on premature retirement, but that it had reneged on it and indeed it had been the result of each retirement, Buckinghamshire was employing one fewer teacher.

The agreement had taken effect from January 1981 and stated that in a redundancy situation teachers would receive enhanced pension benefits and redundancy pay.

Mr Ray Fox, regional official of the NUT, said: "Buckinghamshire has broken a collective agreement which was painstakingly negotiated. It is a shameful and shabby betrayal of teachers who have given a lifetime of service to the county and its children."

Leading teacher training colleges round the country admitted this week they were either against, or apathetic towards, encouraging boxing in schools.

This follows the Sports Council's first grant to schoolboy boxing, the controlling body claim, a growing interest in the sport.

Last week 28 members of the English and Welsh schoolboy teams plus 14 reserves assembled in Derby for two days' coaching by Amateur Boxing Association coaches before their international bout on Thursday.

In addition all nine regions of the Schools Amateur Boxing Association were invited to nominate a promising youngster to join in the training sessions.

The Sports Council agreed to bear all accommodation and training expenses for the fixture which was won by England, 9-3.

Four thousand boys entered for this year's schoolboys' championships and more are forecast for next year. But Mr Jim Biddle, head of physical education at the West London Institute of Higher Education, where no fewer than 40 internationalists at school or senior level in different sports are studying or on the staff, said this week they had not had boxing on the curriculum for 30 years and had no intention of reintroducing it.

"We object to the fact that it's the only sport where the aim is to maim or knock out your opponent."

At Loughborough, where the former college famous for turning out P.E. teachers is now a department of the university, Mr Alan Guy, senior lecturer, said the general feeling in education was against boxing because it was about deliberately harming your opponent. There was also the physiological concern about damage done to the brain by repeated blows to the head.

Ban urged on Nazi-style uniforms

Pupils wearing neo-Nazi uniforms or insignia should be sent home from school until they undertake not to do so, the National Union of Teachers said this week in a policy document circulated to schools.

The union says it is concerned over an apparent increase in racist activity in schools. It stressed the need for teachers to devise a policy on handling racism in schools.

It cites three schools - Quinton Kynaston and Holloway in London and Cardinal Wiseman in Coventry - where such policies mean that staff, pupils, parents and school governors are in no doubt that any form of racist behaviour will not be tolerated.

The NUT says it supports the concept of a culturally-diverse curriculum and mutual respect between ethnic groups. But it stresses: "These concepts will be undermined and rendered worthless if teachers do not take a firm stand against racially-prejudiced attitudes and behaviour."

It adds that racist organizations such as the National Front and British Movement "are exploiting the economic situation to increase their efforts to recruit members amongst schoolchildren."

Racist literature should be confiscated and the reasons for not allowing it in school explained and emphasized publicly to pupils.

The document adds: "Persistent racist name-calling or abuse should be reported to the headteacher, who may wish to involve the pupil's parents."

"Pupils who refuse to guarantee that they will not desist from racist behaviour, including the wearing of racist or neo-Nazi uniforms and insignia should be sent home until they comply with the school's request."

"Pupils who engage in serious, vicious behaviour, either verbal or physical abuse toward ethnic minority pupils or teachers, should be suspended or excluded from the school."

The document concludes that schools need the support of their local community relations council, ethnic minority groups, the youth



Boxing: on the increase in schools.

Bert Lodge on the opening blows in the latest fight over boxing in schools

Seconds out, round one . . .

blows to the head.

"Judo and karate have come in as substitutes. They are more ritualistic than boxing. Outdoor pursuits have also developed."

Mr Wilfred Young, retired science teacher and secretary of the Schools ABA, pointed out that research by Dr J. L. Blonstein, former ABA medical officer, showing that in frequency of injuries boxing came no higher than seventh in a list of sports behind rugby, soccer and even athletics.

There was a lively interest in the sport in Bradford and Leeds, he said, but inquiries at two teacher training colleges in the area revealed no interest among the staff in boxing.

Mr Nicholas Whitehead, Carnegie College, now part of Leeds Polytechnic, said the decision to drop boxing was taken about 15 years ago and there had been no call from students to reintroduce it.

He thought the sport may be stronger in Catholic schools but at nearby Trinity and All Saints, Leeds, a RC college of higher education, Mr Dan Bulderson, senior lecturer in human movement, said that although he was a qualified ABA judge the college was not involved in boxing.

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'Level of pre-school education not sacrosanct' L.e.a.s. can stretch budgets with nursery session cuts-Boyson

A little-noticed change in the law which allows councils to cut down on the number of nursery sessions attended by under-fives was brought to light by Dr Rhodes Boyson, junior minister for schools, last week. He said it could help local education authorities make limited resources go further.

New school regulations introduced in September exempted nursery classes from the requirement to meet for a set number of sessions, he told a joint DES/DHSS conference in London. This could mean that individual children would get less nursery education on average than they did at present - two or three sessions a

week, perhaps, rather than five.

But he said: "I would rather see a little of the heaven reaching half as many children again as are now in nursery education than that we should feel bound to continue providing at a level which might prove a tradition behind it but which is not sacrosanct."

The 1980 Education Act, and the new regulations, meant that a local education authority could make a nursery teacher available for three or four sessions a week in a local day nursery while he or she spent the rest of the week running a nursery class in a primary school, he continued.

Local authorities, schools and voluntary groups should work together to make the most of the limited resources available, Dr Boyson stressed. If L.e.a.s. had spare accommodation in schools which they could not afford to staff for nursery education, they should let it be used by voluntary bodies running groups.

"Nursery education is much more than an expensive form of child-minding," he said. It was not child-minding at all. Its purpose was to help and stimulate the early learning process of young children as a preparation for primary school.

Under-fives talks 'excluded critics'

by Sandra Hempel

The joint DES/DHSS conference was stage-managed to avoid any criticism of government or local authority services, says a group of MPs, unions and pressure groups.

The agenda included talks on a joint day-care scheme run by Hackney local authority and the Dr Barnardo's organization, on recent developments in playgrounds and on a voluntary support system for families in difficulty.

In a letter put out to delegates and the press by the National Childcare Campaign, however, the organizers are accused of deliberately trying to exclude any group which has criticized current policies.

The signatories include MPs Mr Tony Benn, Mr Eric Heffer, Mr John Siskin and Dame Judith Hart and representatives of bodies left off the invitation list such as the Child Poverty Action Group, the National Council for Civil Liberties, the National Council for One Parent Families, the Advisory Centre for Education, the National Union of Public Employees and the National and Local Government Officers' Association.

It claims that there was no acknowledgment of most women's needs for better and more extensive child-care facilities and evaded the prohibition of "a divided and thoroughly inadequate service which discriminates against the poor."

The letter calls for radical changes to the structure of under-fives services and says that only these and considerably increased funding can hope to solve the problems. "It is wrong to say that the confer-

ence misses the point because we chose the point," Ms Brenda Smart, of the DES, the conference coordinator said. "We invited those associations and bodies which are concerned with actual provision for the under-fives."

"Any other organization not invited but which thought it should have been represented had only to DHSS spokesman said.

Other officials were saying privately that they believed the protest to be politically motivated. If there was an attempt to suppress criticism, however, it was not completely successful. Several delegates complained about lack of the established services towards mothers.

Ms Susan Wallis, senior research officer with the London Borough of Lambeth, claimed that her authority had found that poor resources had hampered attempts to provide some of the care schemes described by DES and DHSS and called on the where their money is.

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School to work

Edited by Mark Jackson

CBI annual conference calls for a new programme

Employers back training and early retirement

Demand for education and training for all school leavers, more support for apprenticeship, and denunciation of faint praise for the Youth Opportunities Programme, it could have been the TUC instead of the annual conference of the Confederation of British Industry at Eastbourne this week.

But the votes covered deep conflicts among delegates: not merely among those with opposing views but those who cared about youth unemployment and the majority whom it seems it bores. Two-thirds of the delegates who had crowded the Congress Theatre for the earlier debate on pay on Monday morning left as the debate on employment and education began.

Those who stayed voted for a resolution calling for a national plan for the education and training of all leavers, coupled with early retirement for older workers, as a first step towards combating mass unemployment. The proposal of the CBI, the trade unions to join with the CBI in putting forward practical proposals to reduce unemployment, had made it plain that he had no time for what he called "wet" prescriptions like the training plan and retirement and that what he meant was getting greater efficiency and competitiveness.

Mr James Mundell from the CBI's north western region, who proposed the plan, told the conference that it ought to be clear that unemployment could not be blamed entirely on the recession. He said he had made a quarter of his workforce redundant in the past 12 months, "and I for one accept my own responsibility". Mr Mundell, harking back to the 1930s, sharply criticized Mr Norman Tebbit, the Employment Secretary, for appearing to suggest that the unemployed were not doing enough to look for work - a view which some earlier speakers had put more forcefully than he.

He said that Britain was the only western industrialized country without a plan to bridge the transition from school to work.

If a place were found in a two-year programme for every one of the 16-year-olds pouring on to the labour market and the retirement age for men was simultaneously reduced to that for women, then it would be possible to bring unemployment down to manageable levels - perhaps around 1.8 million, Mr Mundell suggested. The programme was needed now and not in five years' time.

Mr Mundell's proposal was attacked as unreal and impracticable by a series of speakers who insisted that nothing would reduce unemployment unless industry became more competitive, and some appeared to think that not even this could create enough jobs to go round. Mr Vincent Brealy said that although he



Mr Ken Cooper, director general of the National Federation of Building Trade Employers

had two YOP youngsters on his own farm the scheme was a nonsense: there was just not going to be enough work. He warned that if the CBI went on talking about measures to tackle unemployment in the way they were doing, they would come to be thought of as "the Confederation of British Idiots".

Other delegates described YOP as cosmetic and palliative and one said it was "as therapeutic as an issue of sticking plaster at the start of a plague".

Mr D. G. Stradling, an executive of one of the big civil engineering companies, agreed with some of the speakers who said that YOP was in many cases resulting in a substitution for ordinary jobs and that it was by no means perfect, but said that it should be used and built upon so that it could be transformed into the national vocational preparation scheme envisaged in the new training initiative proposals.

He rebuked those speakers who had shrugged off unemployment as the fault of the unemployed and in particular the idea that they had priced themselves out of the market. "I suggest that young people who are out of work today are reaping the results not of their own misdoings but of those of a former generation," he said.

Mrs Daphne Bampton, the managing director of a firm of vehicle repairers, criticized the Government for producing enormous uncertainty by its vacillations and successive inquiries and pronouncements on that the earlier special government financial support for apprenticeship had been reduced sharply when it was needed most.

In her own section of the motor industry, Mrs Bampton said, the number of first-year apprenticeships had dropped in the past three years from 13,000 to 3,500.

Other speakers, however, saw the real reason for the decline in apprentice recruitment as what they alleged were too high apprentice pay rates, and claimed that thousands more youngsters would be taken on if the rates were brought down to "the right level".

In what was widely considered the most powerful and effective speech of the debate, Mr Ken Cooper, the director general of the National Federation of Building Trade Employers, rebuked the speakers who had insisted that the CBI should concentrate on getting the Government and public to help industry become competitive rather than concern itself with matters such as training or the young unemployed.

"We can't stop at increasing our competitiveness - if we turn our backs on massive unemployment and the fact of an underskilled workforce, then we not only face disruptive social upheaval that will disturb our markets and raise our costs but we will write off our future. I mean not only in terms of social care and welfare programmes, but in terms of the essential long-term economic need to invest so as to get the skills we shall require."

Mr Cooper, formerly the chief executive of the Manpower Services Commission's training services division, agreed with many of the criticisms that had been made of YOP and called it a sad necessity. The programme had now become so large as to bring diminishing returns and was "eroding the real job market".

A lot of what YOP now did was "spitecocked together" but the CBI must support it fully while it was transformed into a proper foundation for training and vocational preparation.

Mr Cooper set out four essentials for the provision of such a programme and for a national training policy. They were:

- Effective training machinery should be set up quickly; we could not afford to argue too much about whether it should be through statutory training boards or through other arrangements.
- Apprenticeships should be modernized, ie keeping what was best in the present system but developing assessable standards which would make time serving "fade into the right place".
- Industry should work closely with schools.
- Employers should sort out with the Government how to share the cost, with employers paying for training that was specific to their jobs.

Mr Cooper ended by urging the conference to recognize that action had to be taken now when there was not only the need but the opportunity to get something done.

Mr Aldred Evershed is to be the first principal of the Milton Keynes College, to be formed next year by the merger of Blechley and Wolverton Colleges of Further Education. He will take up his appointment on January 1.

Professor Don Swift, of the OUP's Educational Studies Department, has started a two-year secondment as Rounding Principal of Hong Kong's first 'open learning' college.

Mr Stephen Bragg has been appointed as a regional broker by the City of London polytechnic. He takes up his post in the new year and is at present an assistant secretary in the Department of Education and Science.

Mrs A. Morgan is the new head of Minshurst Infant School, Chesham. She was previously acting head.

Mr G. K. Munn has been appointed head of Nossington School, Carlisle, to take effect from January. He is deputy head of Upper Junior School, Carlisle.

Mr Bryan Talboys has been appointed headmaster of Kesgrave High School on the retirement of Mr T. H. Scopes, who was headmaster for 17 years.

The University of Newcastle upon Tyne has conferred the title of Professor Emeritus upon Professor Cecil Howard Tonge who retired on September 30. He was appointed Professor of Oral Anatomy in 1964 at Newcastle University and Dental Postgraduate Sub-Dean in 1972. He is president elect of the British Dental Association for 1980/81.

Professor Mark Richmond is to be a member of the Science and Engineering Research Council until July 31 1985. He replaces Professor Sir James Baddley who has resigned.

Miss Joan Lowe is the new head of Cardinal Pole RC comprehensive school, Hackney, London. Miss Lowe was previously deputy head of Chichester comprehensive school, Camden, London, for nine years.

Professor James Griffith Edwards, Mr Nevil Johnson and Mr Maurice Shook have been appointed to the Social Science Research for three years. They replace Professor A.H. Halsey, Professor Arthur Summerfield and Professor Jack Wrigley who are retiring.

Mr Neale Raine will be chairman of the Technical Education Council for a further three year period from April 1 next year.

Mrs Leonora Pitealen, 68, has left the National Association of Age Maternal and Child Welfare after 21 years. Mrs Mel Lever has replaced her as head of the education department.

Miss Patricia Chaney, 43, has been appointed head teacher of St Luke's Primary School, Radnor Street, Finsbury, London.

Mrs Vivienne Hutchingson has been appointed head teacher of St Anne's Church of England primary school, St Anne's Hill, Wandsworth. She was previously deputy head of St Jude's Church of England primary school, Southwark.

Mr W. K. G. Lloyd has been appointed general primary advisor for High Peak and West Derbyshire with effect from January 1. At present he is head of St Edburg's primary school, Bicester, Oxfordshire.

Major General Michael Walsh is to succeed Sir William Gladstone as chief scout of the Council of the Scout Association.

The following appointments, to take effect from January 1, have been made in Cumbria: Mrs M. C. Blandon, new head of Cleator Moor Nursery School; Mrs J.E. Healey-Creed head of Wigton Infant school; Mr H. Horsley head of Victoria Junior School, Workington; Mr E. A. Naylor head of Eheneside school, Cleator; Miss C. M. Stevens, head of Garth school, Workington; Mrs H. D. Vincent, head of Kendal nursery school.

Mrs Joan Martin, deputy head of Northampton Trinity School since 1975, has been appointed head of Dunsmore Bilateral School for Girls, Rugby.

Dr Alan Chitty has been appointed principal of Tameside College of

Technology from next January. He is senior inspector for further education for the City of Chester.

Mr Stephen Jones has been appointed assistant provost of the City of London polytechnic.

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People

Richard Garner reports on the debates at the National Union of Teachers' middle schools conference at Stoke Rochford

Call to arms against closure threat

The threat of closure is hanging over scores of middle schools up and down the country, delegates to the conference were told.

The conference passed a motion urging the NUT's national executive to encourage members to fight any proposed changes if they were not based on educational grounds. Delegates were told that plans were already being considered to close middle schools in parts of Staffordshire, Lincolnshire and East Sussex as well as other areas of the country.

In Stoke-on-Trent in Staffordshire, 44 of the 79 middle schools did not meet the criterion of 240 pupils on roll which county councillors used as a yardstick to measure whether they were viable.

In the city of Lincoln, where there are 12 middle schools, a paper has been prepared by the county council suggesting that the city should revert to transferring children from primary to secondary school at the age of 11 instead of allowing the middle schools to continue.

Mr Roger Ellis, chairman of the NUT's advisory committee on middle schools, said: "If it can happen in Lincoln, it can happen anywhere. There are pressures of this sort in a number of districts."

"What needs to happen, in my view, is that at the very outset of anything being discussed about the possibility of a change, the local division of the NUT should be involved and the national officers of the union informed. We should bring some pressure to bear on local authorities in the right kind of way."

The threat to middle schools first arose because of the drop in the birth rate. However, with the Department of Education and Science calling for more school closures and with an increasing number of children being forced to stay on at school after 16 because of the lack of

job prospects, teachers believe local authorities operating a middle schools system may revert to transfer at the age of 11 instead.

The conference decided to urge the NUT's executive to tell all local branches to seek advice from union headquarters if middle schools do face the threat of closure, amalgamation or any form of reorganization.

Mr Ellis said that teachers in the middle schools service ought to be able to "shoot down" the argument that it would be "cheaper to do something about the age of transfer" if authorities are forced to cut education spending.

During questions, Mr Thomas went on to claim that there was still a great deal of sex-stereotyping in schools through the text-books used in the classrooms.

He said: "A lot of the materials used are stereotyped from a boy/girl point of view. A lot of the reading material is stereotyped in this way."

"There are still a lot of differences in the expectations of boys and girls by teachers and it is really difficult to overcome this."

Mr Peter Eldridge, vice-chairman of the NUT's advisory committee on middle schools, said that his school had placed more emphasis on speech, adding: "We did need to have spoken language in the school because we are in a linguistically deprived area."

In his speech to the conference Mr Thomas said that politicians of all parties had been involved in discussions about the document - from Sir Keith Joseph, the present Education Secretary, to Miss Margaret Jackson (now Beckett), former Junior Minister at the DES during the previous Labour administration, who is on the left of her party.

He said that he would predict that any government that came to power would be committed to continuing the discussion on the school curriculum.

Speaking should play a more prominent role in the school curriculum, teachers at the National Union of Teachers' conference on middle schools were told.

The plan was made as conference delegates discussed the Department of Education's document, *The School Curriculum*, with Mr Norman Thomas, former HM Chief Inspector for Primary and Middle Schools.

Mr Thomas agreed with the suggestion that schools could place more emphasis on the spoken word after one delegate had said: "Schools aren't training children in things like how to answer a telephone or just stand up and speak."

Children in middle schools are just about the right age to start becoming involved in discussions about their school's curriculum, Professor Malcolm Skibbek, director of studies at the Schools Council, told the conference.

Professor Skibbek was talking about the Schools Council's document, *The Practical Curriculum*, and said that he felt children of primary school age were very often too young to be involved in such discussions. He also spoke of the need for a "moral curriculum" and suggested that teaching pupils in mixed age groups should be encouraged, saying that this could reduce the level of bullying or playground violence in a school.

Pupils should speak well and avoid stereotypes, curriculum debate told

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Zimbabwe / Stephen Taylor

Strike called off as list of four demands is met

SALISBURY: All Zimbabwean teachers were back at work last week after a five-day strike, and with the Government making conciliatory gestures the prospect of further industrial action receded for the present.

Last week teachers defied government threats to arrest and sack them unless they went back to work for three days, but finally they agreed to return while a list of four demands was considered by Mr Dzingai Mutumbuka, the Minister of Education.

Since then, Mr Mutumbuka has toured schools assuring teachers that their grievances – over anomalies in pay scales – will be the subject of a special meeting next week between his department and senior public service officials. The Government had previously said that the pay of teachers and nurses – who also

struck last week – could only be examined in the context of a national reorganization of wage scales.

It also appeared that other demands made last week by teachers were being met. These were that all pending disciplinary action be withdrawn and that they be allowed to establish a new representative body.

The eight members of a delegation which took the list of demands to the minister were promptly told they had been dismissed. However, they returned to work with their colleagues and have heard no more of the matter.

Nor have about 80 teachers from Marandellas, who were told last week that they had been dismissed and are also back at work.

Mr Mutumbuka said this week that Mr Robert Mugabe, the Prime Minister, had agreed to the formation of a single teachers' body, which

presumably clears the way for the creation of a new representative group.

With the deadline set by the strikers for action on their demands having passed, it appeared that the majority were not sufficiently dissatisfied to take action at this stage.

The future of two expatriate teachers, a Briton and an American, remained unclear, however. They were arrested last week along with 193 other strikers in Gaituma but unlike their colleagues – who were swiftly dealt with and given suspended fines – they were remanded out of custody to face other, and possibly more serious, charges.

Authoritative sources here said it was unlikely that they would have to stand trial, but there is a possibility that their contracts will be terminated by the Government.

El Salvador

Terror report

by Hilary Wilce

In the last year, 321 students and 51 teachers were killed in El Salvador, according to the legal aid office of the archdiocese of San Salvador.

Last month right-wing terrorists bombed a Catholic school in the capital, and anti-communist activists leafleted the campus of a Jesuit university, calling for "Marxist priests" to leave.

Violence against the educational community in this war-torn central American country continues. News of its horrifying dimensions has been trickling out for some time. In May The TES published details of a list of killings and gruesome atrocities against hundreds of teachers, compiled by ANDES 21 de Junio, the main teachers' union.

Now a pamphlet, *El Salvador, Education and Repression*, has gathered together all the disparate strands of evidence of the terror against teachers and lecturers. It sets out the chilling details of a situation which has left the university closed – its rector murdered – and, by Amnesty's estimate, 85 per cent of schools in the west of the country closed.

The dimensions of El Salvadorean violence are difficult to comprehend. Between January 1980 and July 1981 an estimated 20,000 civilians were murdered. Thirty to forty mutilated bodies are found on the streets of the capital every morning.

This pamphlet, published to mark the anniversary of the assassination of Felix Umana, rector of the National University of El Salvador and president of the World University Service, shows clearly how far to the forefront of this violence educators are.

El Salvador, Education and Repression, compiled by John Bevan, World University Service, 20 Cornhill Terrace, N1, 75p.

Republ. of Ireland / John Walshe

Gypsies to take their case to Strasbourg

DUBLIN: A group of itinerant families is taking a test case to the Court of Human Rights in Strasbourg.

They claim that the constitutional right of their children to education is being interfered with and rendered impossible by their being moved on with nowhere to go.

The outcome of the case, Travellers versus Ireland, could benefit gypsies, tinkers and other travellers in all Council of Europe countries.

Second plaintiffs are members of the Association of Teachers of the Travelling People who are trying to

raise IRC10,000 to fight the case.

Sister Colette Dwyer, National Coordinator for the Education of Travellers, said that in any travelling families were being evicted from one site after another; their traditional camping places were being systematically broken up by local authorities.

In some counties, there was not a single site for travellers.

She said that the families were seeking a ruling to the effect that they could not be evicted unless an alternative site were provided convenient to the school where their children were attending.

The teaching materials committee, which vets text books for inclusion in the SIL catalogue will also be suspended. But there will be some sort of vetting, carried out under the auspices of the National Board of Education. It is thought this will be less restrictive than the present system.

Subjects which are vetted for primary schools are: geography, history, religious knowledge and civics. In upper secondary school they are: working life, orientation, health affairs, philosophy, religious knowledge, business, economics, history, consumer education, psychology, civics, social psychology and social medicine. The publishers have to pay for the vetting.

The teaching materials committee works with an "objectivity memorandum" which calls for it to answer questions in relation to any textbook, or other teaching aid.

● Has reasonable scope been devoted to different events, occasions, standpoints, etc?

● Does the account given in the teaching material contain any direct statements of fact?

● Is the teaching material misleading or tendentious?

● Has the author presented controversial points in his account with relevant?

● Is the mode of presentation such as to show favour or disfavour towards one party (standpoint, values...)? at the expense of another, for example by means of biased, loaded or difficult language, or one-sided pictures or recordings?

● Is the account competitive with the goals and guidelines stated in the existing curriculum?

The committee can reject books that are considered to be racist or discriminatory against women.

At a conservative estimate 30 books are examined each year. Most of them are approved. In 25 per cent of cases, approval is given with reservations. Only 7 per cent are actually rejected.

This rejection is preceded by a ferment, a process that gives the publisher the chance to make a statement or to amend his product.

Mr Olof Storm, managing director of FSL, the manufacturers' body, says the vetting procedure is a necessary and time-wasting.

Sweden / Chris Mosey

Textbook vetting goes to rival

STOCKHOLM: The Swedish size of vetting school textbooks could drastically revised within the next few years.

The Government has decided to close down the controversial state-controlled National Institute for Information on Teaching Aids (Statens Institut för Läromedelsinformation).

Most of its duties will be taken over by its arch-rival, the private Association of Manufacturers and Producers of Educational Materials (Föreningen Svenska Läromedelsproducenten).

The state institute, SIL, produces a catalogue of approved textbooks and educational aids; so does the private body, FSL. In future there will be just one catalogue, compiled by FSL.

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United States / Peter David

Teachers' union claims victory after court ruling ends pay strike

WASHINGTON: Nearly a quarter of a million schoolchildren, whose education had been interrupted by a 50-day teachers' strike, returned to their classrooms in Philadelphia last week.

The strike, the second longest in the history of Pennsylvania's capital, was called after union leaders accused the city of reneging on a contract that would have given the 14,000 teachers in Philadelphia a 10 per cent pay increase this year.

Another clause in the contract, which was disregarded by the city, was the one promising that the authorities would not dismiss any teachers as part of its budget economies. About 3,500 school employees, most of them teachers, were laid off as part of a plan to cope with Philadelphia's \$223 m (about £120 m) deficit.

The strike, by 22,000 teachers and auxiliary staff, was called off following a judge's order requiring the teachers to return to work and the city to reinstate the 3,500 school employees it had earlier dismissed. The order came on the eve of a general strike by Philadelphia unions called in support of the teachers.

A union spokesman said: "We are teachers and our primary concern is the children. We brought back the programmes we said the children

needed. We put the children first and won our battle."

However, the return to work agreement does not reinstate the teachers' 10 per cent pay increase, which is to be the subject of further negotiations with the city.

Pennsylvania's labour laws are among the most liberal in the United States and teachers there have a general right to strike. The strikers had, nevertheless, decided to defy an earlier court injunction ordering them to return to work or face fines and possible arrest.

Despite the end of the strike, teachers in Philadelphia are reporting a legacy of bitterness as a result of the frequently violent confrontations which had taken place between picketers and school district administrators who attempted to reopen some schools.

More than 200 striking teachers were arrested on the strike's second day for ignoring a court order limiting the number of pickets. And the union has complained that police used excessive force in clearing a path through the teachers' picket lines.

Meanwhile, in the state of Michigan there is no sign of an end to a taxpayers' strike which has closed 14 schools in one district and threatens to close school doors to 16,000 schoolchildren in another district by the middle of the month.

The closures in Michigan – a state whose economy has been ravaged by the decline of the car industry and high unemployment – are set to become a constitutional test of the obligations of state governments to provide education for their children.

Residents of the suburb of Alpena have voted three times against renewing the property tax which finances their schools, and the district's 7,000 pupils have been locked out for three weeks.

In Taylor County, a suburb of Detroit, a similar decision by the voters means that 16,000 schoolchildren will find their schools closing this month.

Mr Phillip Runkel, Michigan's Superintendent of Public Instruction, blamed the taxpayers' decision on high unemployment and the unpopularity of the property tax, which has soared as a result of inflation.

He said that although the state laws required children to attend school for 180 days a year, it was not clear how the state could enforce the law if the districts refused to endorse the school taxes, which accounted for as much as 80 per cent of the income of the public schools.

Japan / Martin Roth

Dismay over enlarged alphabet

TOKYO: Japan's Education Ministry has created controversy by adding 98 characters to the complicated Japanese alphabet taught to all pupils.

This will bring the total number of characters – known as Kanji – taught to 1,945, and adds greatly to the already heavy burden imposed on Japanese youngsters in learning their own language.

Children's ability to read Kanji is increasing, and the number who hate it is decreasing, commented an influential columnist in the Asahi Shimbun.

Kanji education is, of course, important in nurturing the language skills of children, but the situation is very complicated.

"The problem of how many Kanji should be taught in the schools is important, but it is necessary first to research thoroughly the nature of Kanji education."

There are tens of thousands of Kanji, introduced from China many centuries ago. After the war the government compiled a list which the schools would learn before they moved to junior high school.

Most newspapers and magazines list themselves to Kanji from the other, and can require a classical education or regular consultations of a dictionary to understand.

But the rote learning of just the Kanji on the official list takes hours of classroom time a week. Many people believe that one reason some Japanese have problems learning to speak a foreign language is because they have been conditioned to believe that language study involves hours devoted to writing.

Others suggest that devoting so many childhood hours to learning Kanji eventually stifles creative thinking in many Japanese, leaving them incapable of copying others.

After the war there were some moves to change the written language to the Roman system of the West, as Japan did. But this was finally rejected because of the limited number of sounds in Japanese there would be numerous words with the same spelling, but different meanings.

For example, Kenkyusha's new Japanese-English dictionary lists 28 "Kanji" spellings. In Roman letters, "Kanji" means "poem" or "child." In Japanese all are spelled differently.

The Ministry has taken up the matter following complaints by a

number of parents to Mrs Glazer-Ta'asa about what had happened to their children who had joined the sect.

Eliezer Shnueli, The Ministry's Director General, was more moderate saying there was no need for teachers and headmasters throughout Israel to warn pupils.

Rather, he suggested, the Ministry should identify those pupils who have been drawn to the sect and send them to school psychologists "for individual treatment."

How this to be done will be determined by a team of Ministry officials who are soon due to submit a report.

An educational psychologist, Kalman Rinyanin, who took part in the Ministry talks, said that unlike most Western countries, Israel had not suffered from a serious rash of youngsters joining oriental spiritual sects in the past decade.

Israel society was always been acutely sensitive to youngsters seeking spiritual values outside Judaism.

Israel / Benny Morris

Maharishi sect is outlawed

JERUSALEM: The Israeli Education Ministry has declared war on the Guru Maharishi Mahesh Yogi and his transcendental meditation teachings, deeming them "A grave danger to those youngsters joining the sect."

Israel's new Deputy Education Minister, Mrs Niria Glazer-Ta'asa, described the Guru and his teachings and "those of other sects" as "idolatry and worshipping false gods."

The Maharishi, she said, has "thousands of followers" among Israel's adolescents, and the Ministry will soon commission a study to define the "extent of the problem."

In a meeting last week of senior Ministry officials Mrs Glazer-Ta'asa said that those who join the Maharishi's sect "cut themselves off from their families and friends. This, she said, 'leads to phenomena which are not good for the youngsters' mental health."

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Letters

Sir, - We, the undersigned, are active in the teaching of Nuffield science courses and have been for many years. We are concerned that the position of examinations for the Nuffield courses be safeguarded during and following the forthcoming reorganization of examinations at 16-plus.

The Nuffield courses grew up in response to teachers' concerns about the style and content of science teaching at the time. The courses have since been revised and development has continued in individual schools within the broad framework of the courses. Nuffield schemes of work have always concentrated more upon methods and ways of thinking than on factual content and the examinations have reflected this. We are desperately anxious that this basis is not to be lost.

The advent of the courses brought with it the concept of a national examination in each science subject at O level. A substantial proportion of the annual entry for O level biology, chemistry and physics continues to be for the Nuffield examinations and a high proportion of candidates is thus already being examined according to nationally-based criteria. The administration of these examinations has been such that

Science in the class: pleas for safeguards over exam type and content

schools have been able to enter through their "normal" board and each examination has been administered by a particular board on behalf of them all. The setting up of the new examination system should be seen as an opportunity to extend these advantages, hitherto enjoyed by O level entrants alone, to the whole examinations clientele in Nuffield schools.

Although the information we have to date about subject specific criteria and individual syllabuses for biology, chemistry and physics at 16-plus is fragmented and disjointed, we have to say that we are alarmed at what we see. Certainly the influence of Nuffield and all its benefits are not easy to detect. We believe, therefore, that in the context of the 16-

plus examinations, the Nuffield examinations should continue along the pattern set by the present GCE O level examinations with similar administrative arrangements being operated. We call upon the GCE/CSE Boards Joint Council to initiate the necessary procedures so that a Nuffield syllabus can be approved for examination under the aegis of one of the new board groups for each of biology, chemistry and physics. We emphasize our demand for administrative procedures parallel to those described in the third paragraph of this letter.

A. C. PENNINGTON, Head of chemistry department,
PETER JENNINGS,
Head of physics department,
JULIA SMALL,

Head of biology department,
J. K. GROVES,
Head of science subject group,
Banbury School,
Oxon.

Sir, - Both the Platform article by R. B. Ingle and A. J. Jennings (October 23) and "Education through science" (ASE, *School Science Review*, September 1981) become the loss of one or more of the sciences by many pupils at the age of 13 or 14. This is inevitable if one keeps to the present system of separate subject sciences to O level and CSE.

Surely one answer - needing no more resources or facilities than are already in schools - would be to have a core science syllabus covered by all pupils up to the age of 16.

This syllabus would include, from the present, separate syllabuses in chemistry, and physics syllabuses. In the same way that an applied science syllabus could be developed, a core science syllabus could be developed. It would be a "skin" material, such that each current biology, chemistry, and physics syllabus went into each section.

Those pupils who, as now, study all three subjects to O level, CSE would cover work in all three divisions of the syllabus, "core", "flesh", and "skin", triple science counting as three passes in the examination.

All pupils would study the "core" - one pass in the exam; and no doubt would opt for double science, "core" plus "flesh", counting as two passes.

In this way no pupil need suffer the loss of basic material from the sciences, and the more traditionally educated science pupil would not suffer either.

ANDREW J. A. SHELTON,
Head of Science,
Valeley Manor School,
Valeley,
near Chelmsley,
Surrey.

How to cope with stress

Sir, - One in four teachers suffers from stress, (October 23). The previous week, Anne Morris was bemoaning the inadequacy of her teacher training: this is, surely, one important cause of teacher stress, (and dissatisfaction), not mentioned in your article.

Like Ms Morris, I temporarily slipped free from the academic treadmill before coming to a university PGCE course, where I became a member of an undisciplined minority - those who have had a job for more than the length of a vacation. Unlike Ms Morris, I am writing from the perspective of one who is currently in the thick of his first term's training.

What I have experienced so far belies the fact that it is training at all. Even acknowledging that PGCE students, myself included, are part of an educational elite, does not help explain why the course seems to be more an extension of university studies than preparation for an important job. Both lecturers and students discuss educational theory with serious intensity; meanwhile, our sense of the real world of school has been reduced to a vague apprehension concerning something called "TP".

The main purpose of the first term, apart from attempting to dispel any illusions about teaching yet lingering, appears to be the fostering of a professional attitude. This means, essentially, that we are expected to talk and write sensibly and critically on topics we know nothing about.

How can people fresh from college/university write a worthwhile essay on the role of the secondary school teacher? We are equipped with the jargon, "sub-culture peer groups", "reflexive punk and skinheads", "linguistic inappropriateness", "replaces bad grammar"; we are equipped with a standard roll call of texts from which

we are expected to quote voluminously. Coupled with our magnificent lack of experience, we therefore do little more than regurgitate established theories, while the impact of personal opinion and conclusion is necessarily limited.

Some may argue that teacher trainees do have some experience which may be used as a basis for personal discrimination: that of their own schooling. Here we hit upon the problem of lack of relevance - mid-life year, mixed ability classes seem to be the norm for new teachers, many of whom will have gone to selective schools, and all of whom will have left this milieu a significant number of years previously. Others may argue that any course of professional training drives an inevitable wedge between theoretical knowledge and work experience.

I would heartily disagree, but note that this tendency is particularly damaging in the case of teaching. Educational theories are based on educational fact, and must be seen as relevant to the performance of a job, not to the gaining of a qualification; must be discussed on their merits as guidelines for future experience, not indulged in as intellectual exercises.

This will only be achieved when our educators acknowledge that theory and experience are part and parcel of the same process, and that the preponderance of the former over the latter is unrealistic and unhealthy, especially in the case of trainees who lack experience.

A priori responses are fine when one is being trained to deal with oneself. A greater measure of social awareness is necessary when one is being trained to deal with others, if our responses are to mean anything at all. Courses like the PGCE should encourage us to think and act like

teachers, not merely to sound like teachers.
G. P. BEAHAN,
17 Crescent Court,
113 Crescent Road,
Reading,
Berks.

Sir, - In a recent lesson (not untypical) I discovered the blackboard full of maths workings, no board rubber or chalk, a strong smell of perfume, two pupils definitely wearing scarves and at least three chewing gum. The class was distracted throughout by constant binging by workmen on a nearby wall, other workmen cutting high branches from trees in the cemetery opposite (no blinds to cut off vision) and heavy traffic. After about 10 minutes, one pupil spilled ink inside her bag and over the floor and herself; there were no paper towels in the two nearest lavatories to clear the mess. Another pupil left for a dental appointment.

I carry my own duster and chalk, the scarves came off after the second police request, two of the three discontinued chewing and I dealt firmly and sympathetically with the ink-spattered child. I persevered with the lesson and managed to issue clear instructions above the noise in my open air Shakespeare voice and give individual attention to queries and problems in a positive and meaningful way.

I also carry around my own sense of humour and proportion and in the eyes of the class must have given no indication of the symptoms of the stress I was to suffer several hours later as a result.
DOUGLAS VERRALL,
71 De Chum Road,
St Leonards-on-sea,
East Sussex.

Double speak

Sir, - I read with interest the supplement on modern language teaching (October 23). It seems to me that the articles themselves reflected the trap that they were trying to get us poor language teachers to avoid. In part, they were trying to impress on us to teach language for communication; in part, suggesting that we teach about language. Trying to do two things at the same time may well lead to language teaching being less effective here than abroad, but there are other reasons, generally not stated, carefully avoided or glossed over as being of little importance, which, taken together, militate against our being able to teach languages as effectively as we could or as well as in other countries.

May I suggest a few?

1. Let us start with universities. Many, if not most, so-called language courses, comprise no more than 50 per cent language content. 2. Even at A level, about 25 per cent of contact time has to be devoted to literature, and the most weighty of the literature component is also about 25 per cent.

3. Even the main language papers lean heavily on an understanding of literary usage, vocabulary and idiom.

4. Instead of teaching language for communication within the foreign country, we are rather required to train A level students to translate into the foreign language context, not just in that language.

How many of us have felt a pointlessness in teaching pupils to side-step cleverly phrases such as "You're a bit boots", "He's slowly on", and the sort of "Jolly hockey sticks" style of speech compositions?

5. The most useful skills of listening, speaking and reading are still at least, at O level, unimproved considerably in the last decade.

6. Lessons are frequently in double periods often on adjacent days, so how much will be forgotten six days later?

7. In Sweden, Japan, etc. they may feel a need to know English: how many pupils here feel a need to learn Swedish or Japanese (or even French)?

8. We hear how difficult English is as a foreign language (combinations like "ough" etc.) This is true, but at a basic level (the "500 hours in class" sort), English is relatively simple in comparison with foreign languages: simple verb conjugation, no genders, hence no variable forms for prepositions, an unchanging definite and indefinite article, no case inflections, little grammatical "agreement" etc. etc.

We are questioned to reply to the subject exhortations of the 16-plus working parties so that we (the teachers) "can shape the content and style of foreign language teaching and learning for the next 25 years". Will anyone hear our cries and listen and speak to us, or, will all our views, like the languages we teach, be duly written down and promptly forgotten?

K. A. SMITH,
Head of modern languages,
Cleaves School,
20 Hedges Road,
Bishop's Cleeve.

attention of social services committees, however, have been attempting to "steer" this change of conditions of service with little or no consultation with teaching associations or staff of the homes themselves.

The attempts to place such homes under senior management positions which have "care" conditions of service, not only worsens conditions for such staff (whether they be from teaching or social service backgrounds) but also, as Mary Warnock points out, plays down the importance of teaching in such homes. Children and young people in community homes are as entitled to a good education as those in ordinary schools.

The move to social workers conditions for senior staff in all homes is a "reactionary" step which we believe goes against the philosophy of both Mary Warnock's superb report *Special Educational Needs* and essential aspects of the Children and Young Persons Act 1969.

STEPHEN BUBB,
Secretary,
NUT Advisory Committee for Teaching Staff in Community Homes.

Cash divide

Sir, - As a Londoner by upbringing, now working in West Yorkshire, I am very disturbed indeed by the justifiable jealousy in Bradford of public provision in the London area in education. To be specific, the table of 1981-82 Local Authority Spending Estimates published in *The Times* on August 27, Bradford is 104th in the list, spending £657 per secondary pupil per year, while ILEA is first, spending £1,274 per pupil per year. The difference between these figures is over £600. If this school with its 1,000 pupils were situated in ILEA, we would receive in total input £600,000 more per year than we do at present. Thus the public alienation of Bradford from London will grow over the coming decade unless action is taken quickly.

JOHN D. ANDERSON,
Head and Convenor for the Secondary Heads Association.

NUT boycott

Sir, - In the Personal Column of October 23, Mary Warnock spoke of the importance of the NUT's boycott of the head of assessment post at the Royal Philanthropic, Redhill. Many readers will be delighted by the remarks she has made. Fortunately, by the decisive action of the NUT, the other teaching associations and NALGO, Wandsworth Council has decided not to go ahead with interviews for the vacancy. We hope that other councils attempting, or hoping, to move senior staff in community homes from teachers' conditions of service to social workers' conditions (which are less favourable to staff) will now think again.

The NUT's Advisory Committee for Teaching Staff in Community Homes has been seeking over the last year to bring this issue to the

attention of social services committees, however, have been attempting to "steer" this change of conditions of service with little or no consultation with teaching associations or staff of the homes themselves.

The attempts to place such homes under senior management positions which have "care" conditions of service, not only worsens conditions for such staff (whether they be from teaching or social service backgrounds) but also, as Mary Warnock points out, plays down the importance of teaching in such homes. Children and young people in community homes are as entitled to a good education as those in ordinary schools.

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STEPHEN BUBB,
Secretary,
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Disruption

Sir, - With reference to the Comment, "Golden rule for disruption" which appeared on October 23: Much of the work presently being undertaken in Britain has developed from a "labelling" approach to this problem, in that "disruptive" are first identified and then treated. There are some indications that this approach may well be leading I.e.s. and teachers up a conceptual cul-de-sac.

Two main types of support so far have been developed by I.e.s.:

1. The "disruptive" pupils unit. It is usually located at some distance from schools and even further removed as far as curriculum and methods of working are concerned.

2. Peripatetic support teachers working in schools on an individual referral basis. The two main weaknesses of this approach appear to be - 1. that where the number of referrals are large, the teacher ends up working as an adviser whose main purpose is to relieve staff anxiety, with little real support for the pupil; and 2. where lighter caseloads are handled then much more detailed analysis and discussion of the pupil's "problems" can be undertaken. However, there are now indications that this approach can make it so difficult for the pupil to exist within the school that longer term personal support appears to be required.

The main shortcoming of these "labelling" approaches is that by focusing on the individual pupil, teachers are being distracted from considering other approaches which might provide them with useful heuristic, in considering the constructive management of the more difficult and less motivated pupils, which more schools appear to have in increasing numbers.

A more adequate approach to tackling the present real difficulties which schools experience would appear to require the concurrent development of a number of support systems. These appear to be:

1. Development of a relevant curriculum which is being continually updated to meet the changing needs and interests of all the

2. Development of a supportive system of guidance and constructive correction (as opposed to punishment) with an emphasis on consistency and use of modelling behaviour.

3. A demonstration by the I.e.s. that these approaches are valued. This can best be done by development of in-service training (and by a

commitment that teachers adopting such approaches within their schools will, in time, experience career development.

Implementation of such a support system in any school would require the employment of staff by an I.e.s. which can actually initiate this work within schools acting as models, and service training within the school for both themselves and other staff who work with them.

Sadly, those I.e.s. adopting such approaches are very few. Until such adequate support systems are developed, teachers will be forced to endure increasing stress in attempting to contain "disruptive" pupils, while I.e.s. will continue to provide resources for crisis-based support.

BRENDAN J. POWER,
63 Cambridge Avenue,
Bottesford,
South Humberside.

MoT test

Sir, - Colleagues throughout initial and in-service teacher education will have been dismayed at Professor Honey's renewed call for an MoT-type test for teachers ("Shed staff on competence basis" *The TES*, October 23), this time linked to policies for selectively cutting the number of teachers in schools, and will be anxious to make clear to school teacher colleagues that most of us dissociate ourselves from his dangerous proposals which so attract populist sections of the media.

While no one would deny that there are teachers who encounter less than successful at matching their teaching to some pupils' learning problems and needs, most would argue for helpful in-service treatment rather than drastic surgery. HMI surveys have identified particular areas of inadequacy that give cause for concern and have recommended improvements in initial training. The solution lies in providing far more, and more systematically planned, induction and in-service support with further training opportunities to enable teachers to develop their understanding and competence, along with smaller and more manageable classes for individualized attention. Yet INSET has been generally cut back and since the James Report urged development on a modest scale.

Non-graduate teachers over 38 mostly attend teaching through two-year certificate or ex-service emergency training; both they and the three-year trained now in their

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BRENDAN J. POWER,
63 Cambridge Avenue,
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South Humberside.

Courses

UNIVERSITY OF LONDON INSTITUTE OF EDUCATION
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This course lasts one year full-time or two years part-time. It aims to give students a sound knowledge of educational psychology with a training in research methods. Consideration is given to problems in educational provision at all levels. Options are available within the course.

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These courses are also available for applicants adequately qualified in each area.

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These courses last one calendar year full-time. The objectives are to give students a thorough knowledge of child development, with a strong psychological emphasis, and a training in research methods. Examination by written papers, a dissertation and course work.

MA/MSc. IN CHILD DEVELOPMENT WITH EARLY CHILDHOOD EDUCATION

MA/MSc. IN CHILD DEVELOPMENT WITH PRIMARY EDUCATION

These courses are available for one year full-time or two years part-time with one day per week release.

MA/MSc. courses in Child Development with either Philosophy of Education or Educational Statistics are also available for applicants adequately qualified in both areas.

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Ph.D. and Ph.D. courses and supervision are available in Psychology of Education, Child Development and the Psychology and Education of Children with Special Needs.

Application forms and further information for all courses may be obtained from the Academic Registrar, (FEB4) University of London Institute of Education, 29 Bedford Way, London WC1H 0AL.

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*May also be offered on a part-time basis
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5 Urban Education
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9 Assessment: Purposes and Techniques
10 The Teaching of Physical Science: 11-16 years
*May also be offered on a part-time basis
- Part-time Two-year Courses leading to a Diploma of Advanced Studies in Education, University of Lancaster
1 Mathematics - Classroom Applications
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Design and Craft Education
- Part-time Two-year Courses leading to an Advanced Certificate, University of Lancaster
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2 Remedial Education
3 The Education of Gifted and Talented Children
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5 Science Education
6 Applied Science and Technology for Schools
7 Teaching Children with Severe Learning Difficulties (Mentally Handicapped)
8 Language and Reading
*May also be offered on a full-time basis.
- Part-time Three-year Course leading to an In-service B.Ed. (Hons.) Degree, University of Lancaster
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- Full-time One-term Courses leading to a College Certificate of Advanced Study
1 Education in the Nursery and Infant School
2 The Early Years of Education
3 Guidance in the Secondary School
4 The Education of Gypsy and Travelling Children
5 Creative Music
6 Design and Craft Education in the Secondary School
*May also be offered on a part-time basis.
- Part-time Courses leading to a College Certificate of Advanced Study
1 Language and Reading in the Primary School
2 Teaching Children with Learning Difficulties
3 Language and Reading in the Primary School
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8 Coastal Ecology
9 The Bright Underachiever in the Primary & Middle School
10 Using Language Across the Curriculum
11 Careers Education in the 1980s
12 Interviewing and Assessment in Careers Education
13 Classroom Management
14 Primary Management and the Curriculum
15 Education for Life-Skills
16 Home-School Liaison
17 Understanding Industry
18 Art and Design
19 Music - Skills for Primary Education
20 Education Welfare Officers' Course

Courses commence in September with the following exceptions:
Remedial Education and the Education of Gifted and Talented Children commence in January.

One term courses operate in the Summer Term except for Design and Craft Education in the Secondary School which operates in the Spring Term.

Coastal Ecology operates from March to October.

Application forms and particulars of courses may be obtained from the Administrative Assistant, Division of In-service Studies, Edge Hill College of Higher Education, Ormskirk L39 4QP. Telephone: Ormskirk 76171, Extension 248.

Women and children last?

Helen Penn

A cartoon of a faceless male bureaucrat was used to illustrate Martin Bradley's article on under-fives services (October 2). The illustration was a neat summary of all the dilemmas that lay outside the scope of the research project. But the pressure for change now comes not so much from the bureaucrats unhappy with the system, as from women and children.

At the recent Labour Party conference a resolution was passed for a recognition of the fact that women cannot achieve equality of opportunity without adequate childcare facilities which integrate care and education, are available on demand, are democratically controlled, and meet the needs of working as well as non-working parents. Each of these clauses implies a major reorganization - no "coordination" - of the services, and a restructuring of the rationales underlying them.

At the heart of the debate is the notion of Equal Opportunities. The Equal Rights lobby has made adherents, certainly in the unions, in concerned organizations like NCCL, AS well as in the Labour Party itself. The academic evidence is also beginning to pile up.

For example, a recent study by W. Daniels on take-up of maternity benefits showed that 40 per cent of women were either back at work or actively looking for work within eight months of having a baby, and that lack of childcare facilities, "rank

far and above any other change that women would like to see to help them remain at work through the childbearing and childrearing years". There is also the evidence about what happens to children in the absence of decent facilities. It is acknowledged by all the disputants that children suffer, and it is becoming obvious that the children who suffer most are those from poor working-class homes, and minority groups.

Figures from surveys on black and Asian families indicate that the number of women with children under five in work is around 75 to 80 per cent. The Commission for Racial Equality acknowledges it to be a major problem. Similarly Gingerbread, and One Parent Families have joined with the National Childcare Campaign to distribute the "Daycare Campaign Kit".

Minding is the solution to working women's problems favoured by the DHSS but not by the parents. But the Low Pay Unit study, *Who minds about the mind?*, suggests that minders see themselves as poorly paid and exploited. And a recent study on childminders in London has found that minders discriminate against babies and black and Asian children.

The only form of state daycare, Social Services run council day nurseries. But they employ NNEBs who can qualify at 18, and whose levels of educational attainment are poor. They take in an unbalanced catchment of high priority children often presenting acute behavioural problems, and they have no tradition whatsoever of parental choice and involvement in decision making.

Such a concentration of difficulties, and an official attitude which

says that children are only there on sufferance, and should rightfully be at home with their mothers, cannot provide the basis of expansion. Nor can nursery schools and classes, which, to the extent that they are part-time, sidestep the issues raised by the need for daycare. The "selfishness" of women in leaving their children is matched by the selfishness of a society that makes children suffer for their mothers' indulgences.

Yet another dimension of present services that is unsatisfactory is parent and community control. Professionals in the under-fives field talk vaguely of "parental involvement" or even more daringly, of "parents as partners".

This presupposes that the professionals, teachers, social workers, health visitors, psychologists who work in and administer the services have sole rights in determining their shape. As a very gracious gesture - but also because research indicates it is wise - they will allow parents a small say.

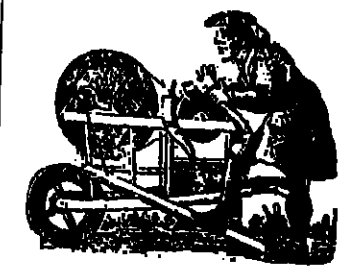
Not surprisingly, parents don't take kindly to being junior and inferior partners in bringing up their children. It is a curious contradiction, for example, but while mothers are supposed to have an instinctive and irreplaceable bond with their tiny charges, they also have to be educated in how to exercise it.

The attempts to vest more control and decision-making with parents are not issues which administrators consider particularly relevant. But there is no reason - other than the lowly held - why the more general political consciousness for democratic control should not also be applied to nursery provision.

The community nurseries, which have been set up by parents and local groups, although a tiny proportion of provision, come nearest to the definition of good provision. They integrate care and education, they do accept the right of either parent to work; they are community based and controlled; and they do, many of them, make efforts to examine and their running.

They are explicitly co-operative, non-sexist and non-racist in their use of materials and structuring of daily activities. Despite proposals having been submitted, neither the SSRC, the DES, nor the DHSS has seen fit to fund any systematic investigation of non-statutory collective childcare.

Helen Penn is research officer for the National Childcare Campaign.



Axe grinder Rough cuts

A familiar (and indeed powerful) theme in contemporary British life is one of nostalgia for some lost, idealized and rural existence. Witness the very names we give to our urban schools... all those Banks, Downs, Dales, Hills, Leas, Barns, Manors, Woods and Lodges, not to speak of maypole dancing, harvest festivals deep in EPA land (Ploughing and Scattering, and the collection of third foods for needy old folk... "Would parents please remember to save mushroom baskets (sic). We must have at least 50, and of course, as you can spare", and the local vogue for "cellidies" and barn dances (in the school hall, suitably decorated with hales of straw brought from country cottages in large foreign estate cars by the merry foreign peasants of the PTA).

Compared to almost any other people you choose to mention, the native British have lived in towns for longer and in greater numbers. They are said to have "lost touch" with the land. In particular, the consumption of food has become divorced from the circumstances of its production.

Teachers complain that children think that peas come ready frozen in plastic bags, that fish fingers come leaping out of the sea coated in yellow-dyed breadcrumbs and that milk simply comes in bottles. But can you blame the kids? Only the odd feathers on the chickens' wings on the butler's slab and the wisp of fur left on the knuckle of the shoulder of lamb remind the observant child that these creatures were born, reared and killed to feed us.

In many schools, "farming" - "The food we eat", "Bread" (good! multi-cultural stuff here) have become popular "topics", well-supported by a cornucopia of posters, study kits and guided tours offered by a range of not entirely disinterested promotional bodies. Food and its commercialization has become a serious

issue (and, for once, I'm not going on about school dinners). Livestock, too, are often to be seen on the rooftop playground, and just down the road is a busy "city" farm. (Theists will note a contradiction in terms.) No, this is not a smallholding in a redundant block of high-rise offices or flats (although this might represent a better and more suitable use of scarce spatial resources), but a struggle of rather tatty buildings clustered round what was once actually a farmhouse (somehow overlooked by the outward spread of Victorian terraces) and a piece of wasteland by the railway.

Here, children from nearby schools can see, handle and care for a range of real farm animals; some kids voluntarily spend their weekends and holidays in these activities. Naturally, some of the city slickers have found ways to exploit the situation. A clandestine protection racket has sprung up amongst those girls of an age to dole out horses (interestingly cross-cutting the social class linked notion of "house-ness").

Other more gentle urban dwellers are sold untreated goats' milk, free range eggs and real smelly marmite. However, a gourmet from abroad was somewhat put out to find that the hand-fed lambs and (fattened) calf were not available for his festive barbecue. What, after all, he argued, is a farm for? ... and how convenient to have it on the doorstep.

The kids from Culture and Amichy Comp. get an even closer acquaintance with the real thing, for their school has its own "Rural Centre" near to a pleasant market town. But the mud and much of the countryside is often too much for them, and they constitute an alien mis-mixed presence. Locals complain of shoplifting and rowdiness in the cinema, and visits to the ancient parish church have been suspended since the disappearance of the obligatory box and sundry church furnishings.

Yet these kids, together with the rest of us, are continually battered by images of the country, especially in advertisements extolling the "rural" (= "natural" = "good"), whether for beer, breakfast cereals, cosmetics, and all part, no doubt, of that "continual pattern of retrospective regret going right back to... that most potent of idealised places, the Garden of Eden" (Raymond Williams, *Schooling and Culture*, Summer 1979). And there's certainly no going back there either.

network

The latest in the Bedford Way Papers issued by the University of London Institute of Education is a discussion on *Publishing School Examination Results*, which all schools will need to do from 1982 onwards. In this booklet, John Gray provides some recommendations to i.e.a.s which will allow the results to be put in the context of a child's overall performance at school; Ken Fogelman discusses the issue of comparability of different types of examination; and Peter Mortimore and Derrick Byford illustrate how the ILEA monitor exam results. Copies (price £1.80 including postage) are available from the Institute's Information and Publications Office, Bedford Way, London WC1, tel. 01-636 1500.

The revised edition of the policy document of the Campaign for State Supported Alternative Schools (CSSAS) is now available (price 75p alternative school model that is non-coercive, non-violent, and ill-amines such matters as accountability, finance, school government, as well as possible objections to this

type of alternative. Copies available from c/o Advisory Centre for Education, 18 Victoria Park Square, London E2 9PB, tel. 01-980 4596.

"Teacher Self Development" is the theme of a conference at the Open University on Saturday 14 November, organized by the Shire Counties Association for the Study of the Curriculum. It will explore new developments in teacher-based programmes of in-service education and evaluation. Keynote speakers include Desmond Nuttall, Bob Moon, John Elliott, Jon Nixon and Ron Letherford. For forms and other details, contact Marlene Moon, Faculty of Educational Studies, Open University, Walton Hall, Milton Keynes, tel: Milton Keynes 74066.

The October issue of *Spare Rib* contains an article on the position of Asian girls in schools, written by two youth workers from Leicester and Bradford. It focuses on the attitudes of teachers and other pupils to the Asian girls, and suggests that they are developing an increasing confidence and awareness in combating the racism to which they are often subjected. Copies of issue no 111 are available (price 50p inc. postage) from Publications Distribution Cooperative, Albion Yard, Building K, 17A Balfie St, London N1, tel. 01-837 1460.

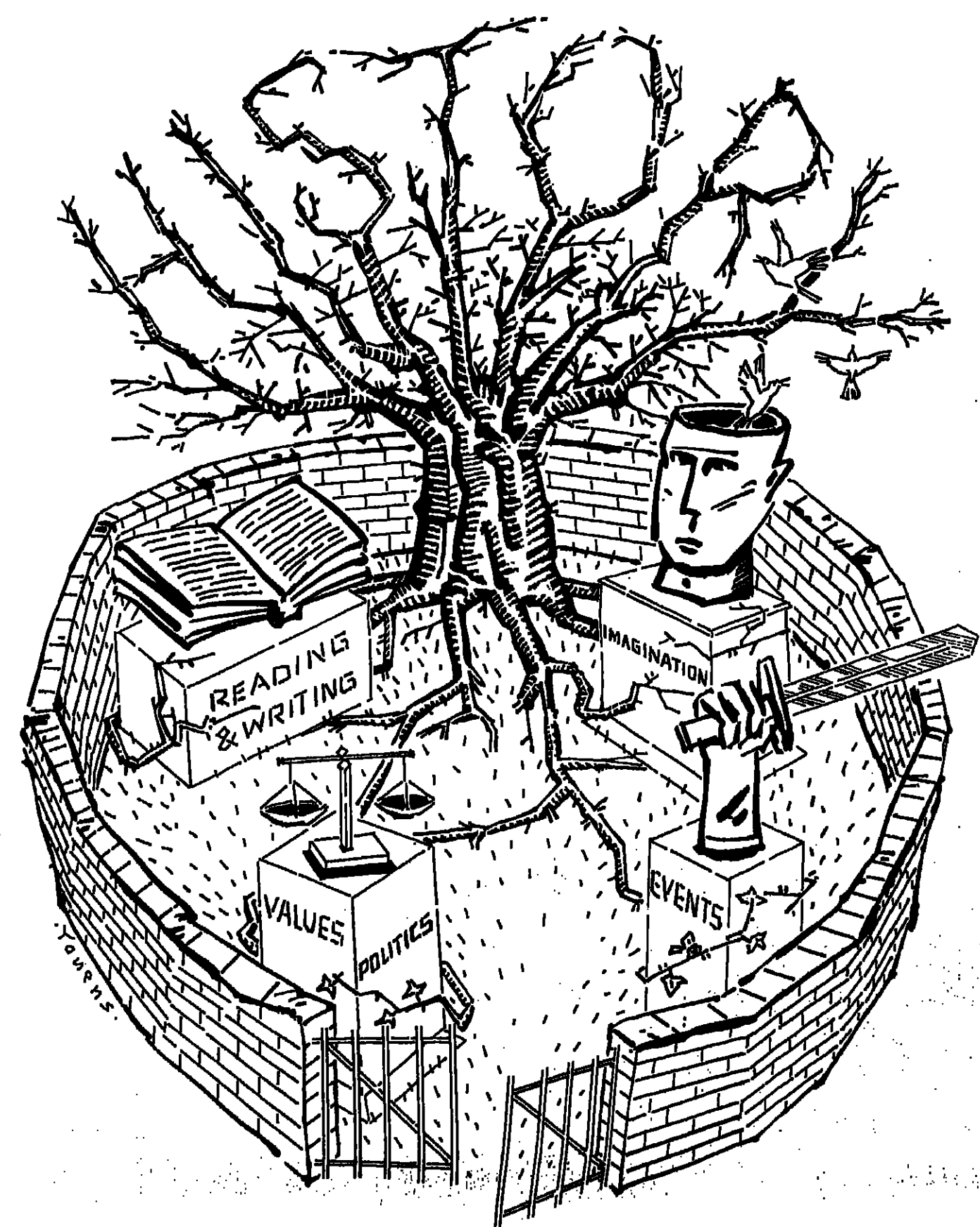
The results of a survey of 14 junior, middle and upper schools in Bradford have been published as the *Education of Handicapped Children in Ordinary Schools*. The booklet looks at handicap not only in technical terms, but also in relation to effect on classroom performance. It concludes that the proportion of children with significant handicaps in ordinary schools is more than twice that of children already receiving special education. Copies (price £3.00 including postage) available from E. W. J. Potter, Adviser for Special and Remedial Education, Director of Educational Services, Provincial House, Bradford, West Yorkshire, tel: 0274 29577 ext. 718.

The last bi-monthly issue of the World Education Fellowship's *New Era* before the magazine goes quarterly next year, is devoted to "Living and Learning Alternative Lifestyles". It includes articles on Science and Society, on the Centre for Alternative Technology in Wales, on the Rural Studies course at Bellet High School, and on the possibilities of women in the Arab World being educated in science and technology. Copies (price 83p inc. postage - or 3 for a year's subscription) available from Joan Watson, Distribution Secretary, 54 Fontarabla Road, London SW11.

Exploring in the open

features

In the third in our series on the contracting curriculum, John Fines suggests that history teachers need to prove the worth of their subject to the whole school curriculum if it is to survive



In the sixties most history teachers were busy searching for a separate identity: tired of taking part in failing schemes of humanities and integrated studies, they took their stand on history being a valid activity in itself, substantially different from other subjects, and so worthily given separate space on the timetable.

Now, like other teachers, they are being asked to reconsider their position, to show how their subject fits into the whole school curriculum: how does history make sense not just as one building block, in its own terms, but as an integral part of the whole school experience of the pupil? It is a good question, and ought to be answered.

In a short space I can only discuss a very few ideas, and they represent but a proportion of what goes on under the name of history in schools. I happen to think that they are by far the most significant proportion, and that we could well afford to lose much of the rest. But that's another argument.

Of the four areas where history contributes directly to the whole school curriculum, my first may seem unambitious and dull: history is a reading and writing discipline, or should be. In fact there seems to be little breadth or depth to the reading I see in many history classes, and the quality of the written work produced is determined by the absence of teaching pupils how to write history effectively (severely criticizing them and their English teachers for their failure to do so) and by the poverty of the written task set.

In good history classes (for example, in those where primary sources are well used) we can find a quality of reading that is a genuine and highly advanced part of the school's overall literacy programme. To read a document well you haven't just got to comprehend the words, but also explore the motive and position of the writer, often to a level where you are seeing the subtle undertones that indicate a deeper secondary meaning.

Similarly, in good history classes where writing is purposeful (for example, an attempt to turn a disorderly heap of evidence into a clear and honest narrative) and where there is discussion and instruction on how to do it, the history teachers are fully extending the language policy of the school by providing specific and varied models of practice.

My second area sounds equally trite: history is about human beings and their interplay which produces events, events that sometimes form a sequence which leads to a particular development or change. The primal question of the growing mind is about how people behave and why things happen as they do, and the pupils' problem is that they can't keep on asking these questions of the contemporary world - it goes too embarrassing. The past provides a convenient third point of a triangle for the adult trying to help the growing child, for the past allows us to ask just those questions we dare not ask of people we know.

The curiosity, the inquisitiveness of the pupil is like an annoying itch at home, but in the history classroom it becomes a positive force. History provides a rich learning ground for the pupil who wants desperately to know how men tick and why things go wrong, that is good and what bad, and why. It is, of course, if only we would let it be.

Henry VIII as an ecclesiastical reformer may well be fascinating for professional historians, but once put the proposition to a class of 15-year-olds that his problem was a deep-seated fear of women, and they will find far more interest in the topic. Younger pupils need to see out-ideas that come from a developmental stage midway between a belief in witches and a growing suspicion that Dad may very frequently be not just unfair but also wrong.

Some readers will find quite wrong the suggestion that Henry VIII may be used as a medium to explore sex-education or the use of constrained power - he should be explored for his own sake. But we should remember how very dead and unimportant he really is. The rich resources supplied by history go far too ample for any kind of total coverage. We must always select ruthlessly, so why not select for variety, interest and utility? When I consider the enormous range of possibilities history offers us, the sameness of the history of teachers frequently appals me.

One for the exercise of controlled imagination. So often school put the reins of reason and logic upon the child so tightly and so early that the lively imagination which is the very root of intellectual development is dulled, or set aside for use only in the self-indulgent dreams of

fantasy. The very life blood of history is the habit of conjecture, supposition, governed by the laws of reason and fuelled by an increasingly sensitive use of experience.

History teachers need, however, constantly to stress the instability of the historical product, its individuality and provisional status, showing clearly that there always is and always will be the possibility of reaching radically different conclusions about the same subject. This need not (as it often is) be put in a disparaging tone: it is not sad, or bad that historians can never know the truth, it is in fact its very delight. The constant necessity to look again, in fresh ways, curiously to investigate, excitedly to postulate, ever hopeful of improvement, this should be at the heart of every history class, as it is in the study of the historian.

Finally, I want to suggest that history's status in the whole curriculum is in some way validated by its natural concern for politics and values. However, we select from what Froude called the great toy box of history, we cannot avoid a view of man as a part of a community, facing moral and ethical problems at every turn. This seems to me to be particularly important in the light of the partial success in school of political and religious education.

I have already indicated that adolescents do not, in my view, like to face their problems head on, and very frequently educators who isolate contemporary problems and then try to solve them by direct curricular intervention meet with failure, and often opposition. Sex education is in many schools a classic example.

In a history classroom, where a teacher is willing to explore issues openly, patiently, allowing full range of pupil opinion, activity and above all talk, then I believe we have the

best ground for the discussion of politics and morality. This is, of course, a very extensive process, needing plenty of time, and requiring skilled leadership of discussions. But its contribution to the whole school curriculum can be immense.

Utopian? Well, probably, but I think history teachers will need in the next year or so to consider at the least a modified Utopia, for circumstances press us towards the position that a discipline that cannot prove its contribution as a coherent element of the larger pattern of learning will be considered expendable by headmasters, parents, advisers, inspectors and Secretaries of State.

If you don't fancy my Utopia, what precisely will yours look like?

John Fines is head of history, West Sussex Institute of Higher Education, and deputy president of the Historical Association.

Courses

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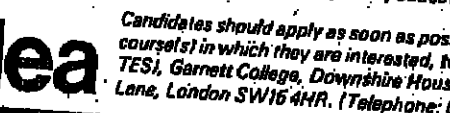
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CERTIFICATE IN EDUCATION - Council for National Academic Awards. Sandwich or part-time courses extending over one, two or three years. Provide a basic course in the theory and practice of further education for those engaged in teaching or training in post-compulsory education.

Candidates should apply as soon as possible, specifying the course(s) in which they are interested, to the Principal (Ref TES), Garnett College, Downshire House, Rushmore Lane, London SW16 4HR. (Telephone: 01-739 6333)



Distorting the picture

Who shapes pupils' views of life under apartheid – the textbook writers or the agencies of the South African Government? David Wright finds some disturbing evidence of bias in geography textbooks

Geographers pride themselves on teaching a subject that is up-to-date, and we think we encourage pupils to discuss relevant issues. Yet our resources – even recent resources, from respected authors and major publishers – are falling us, instead of the blatant racism of older texts, we have subtle and multifaceted bias.

South Africa is an important country for pupils to study. The controversial issues of "welfare geography" – "who gets what, where and how" – are in dramatic focus there. Although many syllabuses and book-series ignore South Africa, it is included in the popular book *Patterns in Geography* – 2 by W. Farleigh Rice (Longmans 1975; fifth edition 1980), and other books in print also study the area.

However, there seems clear evidence of bias in most geography books and resources that tackle South Africa. This article is only a brief and interim report on a bigger inquiry, but the findings to date seem serious enough to merit attention by teachers.

Books vie with each other in depicting not just the goldmines, but also the compounds for mineworkers, in glowing tones. W. Farleigh Rice writes (*Patterns in Geography* 2; page 63): "... it is essential that the labour for the mines is both plentiful and cheap. Such labour is provided by the Bantu who work usually for nine months or a year. Then they return to their tribes to help grow crops and keep cattle."

Doubtless the companies wish to maximize their profits, but do we not need to question whether exploitation of cheap labour is in fact essential? Pupils could even deduce that the mining companies are generously allowing long holidays. The book does not mention Apartheid, let alone Pass Laws and Temporary Work Permits.

Gladys Hickman, a widely respected scholar and author, waxes lyrical about life in the

labour camps (*The New Africa*, Hoder, 1973, page 135). "Lupaardsvlei provides accommodation for workers in compounds, each of which houses 850 men. All the food is free: the calorie content is high, up to 4,500 for men doing hard physical jobs. Workers can also have 14 litres of free beer a week. There are other amenities: free hospital treatment, film shows, classes in reading and writing."

To pupils not knowing the real conditions in the mine hostels, it all sounds most attractive – a sort of "Holiday Camp on the Rand". The author continues (page 135): "Although there are some married quarters in mines, they are very few. Men are not encouraged to bring their wives because of the problems of housing families."

It is unusual, to say the least, to regard the existence of families as a "problem". One feels inclined to ask who has created this "problem"? Is it not the South African government's racial policies?

In similar vein, it is puzzling to find this description in the much-praised Schools Council/Nelson "Geography for the Young School Leaver" project (*Cities & People* module 4.6): "Some of the hostels for single men are bright, modern buildings furnished in modern style, with libraries, rest rooms and other amenities. There are sports facilities available, and the miners can use some of the cinemas and shops in nearby towns."

It comes as no surprise to read that the above description was adapted from *The Golden Magnet* (South African Embassy, London). There is no invitation to question the content of this statement, even though GYSL pioneered the move towards emphasising attitudes and values, and encouraging pupil discussion.

Why do geography authors accept such propaganda at face value? Why is there so little discussion of the other side of the coin, the sense of rootlessness and futility that temporary work permits create?

The problems posed by broken homes and women being left to cope on the farm are not tackled in most books. The rural areas are delightfully summarised by Rice as follows (page 66): "Most Bantu are subsistence farmers, producing food for themselves. They have no need for transport for their products, and so they can farm in areas at an even greater distance from the market."

This is an extraordinary statement. Firstly it is not correct that most Bantu are subsistence farmers. Secondly do the Africans really have "no need of transport" because they are "subsistence farmers"? Or are they in fact doomed to subsistence farming because of the lack of transport? Thirdly do the Africans farm at great distance from markets through choice?

Or is it through force of white men's circumstances?

Even more extraordinary is the fact that this is the only mention of blacks in Rice's six-page chapter on Johannesburg; there is no mention of urban Africans at all. And the words "Apartheid" and "Bantustan" do not appear anywhere in the book.

An analysis of pictures in textbooks produced convincing evidence of the strong influence of the South African Government Information Service and allied bodies in the provision of photographs. An average of 47 per cent of the photographs of South Africa in 11 books for the 11 to 16 age group come from these sources; for seven books written for the 16-plus age group, the figure is a staggering 84 per cent.

In every book the pictures of South Africa consisted of five elements:

1. magnificent scenery (e.g. Table Mountain; Drakensberg; rugged coastline; flowers in Karoo);
2. impressive skyscrapers (e.g. Johannesburg; Cape Town; Durban);
3. huge mines (e.g. Rand goldmines; Kimberley diamonds);
4. prosperous farmland (e.g. Cape vineyards; Natal sugar; Veld sheep);
5. picturesquely dressed Africans by their kraals (e.g. Eastern Cape; Natal).

The picture is almost entirely "rose-tinted", and it is virtually identical to the image of South Africa promoted by the South African Tourist Corporation. However, the blame for

this rose-tinted view does not lie totally with the South African Government. Two books (*Africa* by A. T. Grove, OUP, 1978, and *Heinemann*, 1978), include a view of a Bantu township provided by the South African Government.

The absence of views of the life and livelihood of the great majority of South Africans is because the authors and/or publishers have chosen not to include them. Nor is the absence of pictures of townships because books are too old and townships are now over 20 years old, and books, *Britain and Southern Land*, by Dr Dempster (Ward Lock, 1967) included a picture of them as long ago as 1967.

There seems no good reason why other books should not do the same, but the authors and publishers seem to prefer the rose-tinted view. The revision of Suggate's well-known *Africa* by three Professors (1974) added the following sentence to a previously unimpeachable description of Cape Town: "... the beautiful suburbs of the town climb the lower slopes of Table Mountain". The air photograph which Suggate and many other books include conveniently omits the high-density, low-income coloured townships. Suggate does not even mention them.

More sinister is the direct, but hidden, subsidy of visual materials by the South African Government in the "South Africa Study Aid" (published by E.P.Ltd). The value for money is superb: two filmstrips and numerous photo-



Above, below and opposite: the harsh realities of life in South Africa, frequently omitted from many geography textbooks.



and notes for less than the cost of a normal township. But the E.P. catalogue makes no mention of the presence or origin of the subsidy.

W. F. Rice offers six instances of creative involvement with the people of South Africa. He invites the pupil to:

1. imagine he is an Afrikaner seeking new land (page 56);
2. imagine he is a Voortrekker (page 57);
3. imagine he might find a rich mineral deposit on his farmland (p. 57);
4. imagine he owned a diamond claim (page 58);
5. imagine he had believed the would make a fortune on the goldfield (p. 60);
6. imagine he has to choose the site for a new factory (page 66).

All six of these roles are for white people. The use of modern, widely praised educational approaches to understand the viewpoint of a rich minority is fully justified – if it is used once or twice, and if pupils are also invited to try to understand the viewpoint of the poor majority. Yet the only allusion to black people is associated with activity 5, which speaks of the "requirement of a large cheap labour force". This is a subtle and alarming form of bias.

We preach "education for international understanding"; we practise education for international misunderstanding. Do publishers, teachers, and pupils realize the many ways in which their perception is being shaped by ethnocentric resources?

David Wright lectures at Keswick College of Education, Norwich.

Is it really English?

Should students doing A level English be studying the Major Authors down the centuries, or getting to grips with Afro-Caribbean literature? George Heron argues the case for a drastic re-thinking of the literature syllabus

The appearance of Michael Peters' article "The English teacher and structuralism" (*The Times Educational Supplement*, 17 October 1981) in the same issue as the report on the demands of the conference of the Association for Teachers of Caribbean and African Literature for change in the A level syllabus, reflects the continuing pressure on the school teacher of English. Like Michael Peters, we in ATCAL urge changed perspectives in English teaching.

However, Peters appears to see the main obstacle to change as being the passivity of the school English teacher who is not responding to new approaches which, he seems to imply, have influenced O and A level syllabuses.

Where we part company, and I am led to wonder how carefully Peters has considered current syllabuses. There are passive English teachers in schools, but their major allies are the inner-city school O and A levels exams. Afro-Caribbean literature arose in response to the needs of his multiracial classes, not (like the university teacher's) out of expatriate condescension in the Third World. In the lower school, the pressure from pupils to justify the very necessity of reading books that Michael Peters describes. Schoolteachers have accommodated Afro-Caribbean works along with other contemporary writing, and ventures into related areas like media studies. Their ability to introduce such innovations abruptly terminates in the fifth form, when the external exam shutter

These aims start with a corpus of work ("English Literature") and place the skills to be learnt within the context of an interest in that corpus. While that corpus "may" include "American and Commonwealth" writing, the syllabus content makes it clear that it must include the Major Authors of English Literature since the sixteenth century. A level stu-

become the means to seduce pupils into the "serious" work that comes later, where the Leavisite mould remains unbroken. The small number of black pupils who take English at A level or university is one reflection of their failure to do this.

Perhaps structuralism could provide teachers with just the rationale they need, but the structuralists have had their own battles to fight, both among themselves and with their more traditionalist colleagues. One the evidence we have, they do not yet appear to have won in their own university backyards.

As a pressure-group for Afro-Caribbean literature, we were delighted at the news that the University of London board planned last year to introduce a paper on the subject at A level. But our disappointment at that paper has made us realize how much more we are really asking for than a few changes of title. The literature was treated, as it has been at universities, as an exotic minority interest: a "Special Relief" alternative to the Topics in Literature paper. The titles chosen distanced the paper from the Black British-Caribbean connection which is a major concern of the London schoolteacher, and reflected the traditional ethnocentric English evaluation that goes with the whole "Commonwealth literature" approach to these works.

The exam questions demanded the restatement of the content of the text that Michael Peters deplored, rather than the ideological contextualization of the text that he advocated. Instead of urging us stick-in-the-mud schoolteachers to new approaches, board representatives whom we met at ILEA's English Centre squashed our requests for more imaginative change, and insisted that this timid innovation was all that was needed.

With this experience behind us, we began to think more deeply about the syllabus as a whole, including its aims. The board expresses its aims as follows:

"To stimulate an interest in English Literature and extend this interest where it has already been acquired, with the following objectives: the ability to read with interest, understanding and enjoyment a wide range of texts, to think critically about them and to convey this lucidly and coherently in writing, together with some awareness of the social, cultural and historical context of the works studied. English Literature may include American and Commonwealth writing; significant works in translation may also be included."

The new approaches thus lack the credibility and the academic support that might establish them more securely within departments. They

are introduced to these authors through detailed study of a very small number of texts.

In practice, this approach imposes a major change of role for the teacher as pupils move into the sixth form, from that of sharing the experience of a text with pupils to the role of explaining a text to pupils. It also encourages the emphasis on extensive quotation as an easy option for the uncritical reader which belittles A level English as an intellectual exercise. We feel that the skills referred to in the second and third sentences of the London Board aims are more essential equipment for the student than the vague awareness of a historical tradition he or she derives from this sampling of the whole literary corpus.

The syllabus aims take the value of "an interest in English literature" to be self-evident. While they do talk of encouraging students to "think critically" about "a wide range of texts", they do not suggest that students should address broader questions like the place of literary study in relation to other academic disciplines. Students entering specialist academic study for the first time are not encouraged to look around and ask themselves what they are doing, and why, they are doing it.

In practice, in their dealings with major authors, critical attitudes are often "learned" from the teacher rather than "thought" out by the student. At its worst, the syllabus works by the exposure of student initiatives to great works whose value and meaning they will only later appreciate, rather than by their cognitive engagement in the setting and solving of problems about the world they live in. This method owes more to Victorian approaches to education than to contemporary educational thought.

Education in the humanities should aim to produce people able to participate actively in contemporary society. English should see itself as one of a number of disciplines, each of which provide a different perspective for the understanding of the contemporary social and cultural life of our community.

The special concern of English studies is the appreciation and evaluation of verbal art forms, including popular and "serious" literature, and the verbal elements in oral literature, drama, and modern forms like film. The English student should be learning both to comment directly on the texts themselves, to explain and examine critically the aesthetic bases of his or her own judgments, and to relate these to other sets of critical criteria, both contemporary and historical.

This approach implies that some study at every stage (including A level) must be of recent works. The belief that a syllabus exclusively concerned with the past will automatically lead to a greater understanding of the present is pedagogically naive. On the other hand, students cannot begin to examine critically the bases of their judgments without engaging in some study of the literary products

of another cultural environment.

Literature of the past and literature of other English speaking communities are equally valid sources for this. There is obvious value in appreciating the contrasts and links between the past and present in one's own culture, but only a cultural chauvinist would deny that there is equal benefit in seeing contrasts and links with other contemporary cultures. Students of English are fortunate that their language is a medium for literary expression in many parts of the world.

An awareness that critical judgments are relative and not absolute seems to us an essential ingredient for education in a multicultural society. A genuine historical awareness would best be fostered by combining a study of the literature of some period in the past with reading of criticism from that period, so that a writer can be seen through contemporary eyes as well as through the perspectives of the present.

Similarly, the study of Caribbean literature would be immeasurably more valuable to students if they were made aware of how the works studied were valued in the Caribbean, as well as knowing what English critics think of them.

ATCAL has sought to express a view of what the syllabus ought to attempt to do through these alternative aims:

To enable students to appreciate more fully the place of all forms of verbal art in contemporary English society by:

1. introducing them to spoken and written texts from a wide variety of sources and giving them the ability to think critically about these and to express their criticism lucidly and coherently in writing;
2. encouraging them to understand and look critically at their own criteria for evaluating a text;
3. enabling them to contrast contemporary works and contemporary schools of critical thought in Britain with those of other periods and of other English-speaking regions of the world.

We have produced an outline for a new syllabus to reflect these aims, and this now requires revision and further detailed work. In this task we are seeking allies with a common interest, from NAME, NATE and indeed anywhere else.

Discussions of the new examination structures provide a significant opportunity for thorough rethinking of English syllabus content, yet many in influential positions within the discipline appear to see no need for this. It is important to keep this debate alive, and to carry it to the quarters where decisions are being made.

George Heron teaches at the Abraham Moss Centre, Manchester, and is a member of the ATCAL A level syllabus sub-committee.



Information Book Awards 1981: Judges' reports

Bones successfully picked

Valerie Alderson on
the senior winner and
runners-up

At one time it looked as though no potential winner would emerge from the mountain of glossy, over-designed volumes that seemed to make up the 158 entries for the Senior section of this year's Awards. As usual, many books were dominated by the double-page layout, artistically embellished with fine colour work, but demonstrating a cavalier disregard for either relevance to the text or proportion. (It is absurd to show a rabbit and a shrew the same size, even if a nod is given in the right direction by adding their real sizes to the caption.) Slowly, however, a small pile began to grow - books with some saving grace such as an unusual topic or a novel approach - and alongside, a much smaller one with a few volumes of real distinction.

It is, perhaps, unexpected to find a dictionary among such a group, but the judges thought that the *Longman New Generation Dictionary* (Longman £3.95) was a genuine if not entirely successful attempt at bringing new life to a dry old subject. Some of the definitions left much to be desired, the illustrations and supplementary information were often complicated and confused, but it went a long way towards providing a stepping stone to the more complex, traditional works.

The outstanding characteristic of the other books in the group was their authors' personal enthusiasm for their chosen subject and their ability to communicate this to the reader. *Bikes*, by Harry Hossett (Beaver 95p) is an exceptionally well-organized guide, which makes even mundane servicing into an exciting new adventure. John Scott's two volumes in *Warner's Observer's Guides Series*, *Using Pests and Beginning Watercolour* (£2.50 each) both make one want to rush out to the nearest art shop and put her advice into practice, learning by trial and error rather than "painting by numbers".

In today's technological jungle, *The Making of the Micro* by Christopher Evans (Gollancz £5.95) has a particular relevance. Sadly, the author did while completing the book, but as the foreword says, he "understood well the future rushing upon us: an exhilarating, fascinating future full of promise". This exhilaration pervades the whole book, which puts computers in their true historical perspective, showing how long they have been around and where they may be going.

Here's the Church by Peter Watkins and Erica Hughes (Julia MacRae Books £4.95) is of quite a different order. It is a new approach to churches which unfortunately doesn't quite succeed, for the text is a strange mixture of factual description and literary quotation, the authors lost somewhere between descriptive account and thematic anthology. The fine illustrations by Gill Tomblin are, though, exceptionally fine.

Standing out from all these books, however, is Richard Steel's *Skulls* (Heinemann £3.95). The author was only 16 when he completed this book, and it is perhaps his youth which enables him to bring so much originality and lack of inhibition to his writing. The very subject - collecting animal skulls - is likely to deter more squeamish professional writers, who might be afraid to upset their tender readers' sensibilities by discussing the stench of putrefaction (let alone its dangers), or the qualities of maggots for cleaning bones.

The whole is a thoroughly skilful account,



packed with practical information, but well laced with anecdotes to emphasize points in the best possible way. There is also a substantial guide to skulls, with clear, uncluttered drawings by Gerry Gaston, and a glossary of terms. As David Bellamy says in his foreword: "... here at last, is a book that simply lets you put a face and name to the skulls you find ... written by an enthusiast with professional clarity, tempered with a dry sense of humour. The really remarkable thing is his age ..."

'Workmanlike' means dull

Gerald Haigh on
pretentious plainness

I am left with the irresistible conclusion that a book which tries hard to be workmanlike will turn out to be dull. What do you say, for example, about this passage from *Dinosaur World* by David Lambert, one of the *Piccolo Factbook* series (Pan £1.25). It describes the bony plates of a dinosaur.

Some were about a metre long. Two pairs of heavy curved spikes jutted sideways from the tail to guard it. This dinosaur had a small head and a brain no larger than a walnut.

On and on go these sentences of controlled length, jogging by like sales managers on a Sunday morning, building no tensions, generating no excitement. "Factbooks" are typical of so many series in that they are neat, packages, uniform in style and also in lack of any apparent enthusiasm on the part of their creators.

One way out, of course, is to ginger up the covers. *Early Man* by Ann Millard (Pan £1.25) shows hairy cavemen pursued by a hairy mammoth, and lacks only Raquel Welch in an attenuated zerk skin.

Many otherwise ordinary books are helped by their illustrations, of course. It is not, however, good enough simply to sprinkle them about. A fault of Paul Lightfoot's *The Mekong* (Wayland £4.25) we thought, was that there was far too little obvious connexion between text and pictures.

Oversimplification of an intractable subject can bring about its own sort of dullness. This was the problem with *What is a Union?* (Dinosaur 70p). Many of this years' large crop of biographies suffered in the same way. *Winston Churchill: Never Surrender* by William Vivian Butler (Hodder and Stoughton £4.95); *Lord Mountbatten* by Josephine Ross; *Margaret*

Thatcher by Angela Levin (Hamish Hamilton £3.25 each) typify the genre in that they demonstrate the near impossibility of saying anything really significant about their subjects within the limits of a series for young people. The interplay between history's giants and the events around them is subtle and intricate. Simplify it and you run the risk that all the interesting bits will shimmer away into the air leaving behind a flimsy mass which is difficult to build into anything more than a lack-lustre recitation of the commonplace.

2. The Sailor Prince
Life at Osborne, as the new Cadet Prince Louis of Battenburg soon discovered, could be tough.

Life outside Osborne is no joke either, according to *A Book of Disasters* by Jane Ferguson (Scholastic 70p). Adult bookshelves already contain an unhealthy number of books about mass violent death. We are agast at the notion of producing one for young readers with chapter headings such as "The City that Roasted", "The Worst Air Crash of All" and "Silent Horror".

If the recording of mayhem is not an acceptable route to liveliness, then perhaps giving sporting tips is. Don Howe's *Super Soccer Skills* (Granada 85p) is a collection of coaching hints. However, it is not clear who might use it. A good coach will have his own more detailed sources, and the young player himself will gain little from the pages of diagrams. This problem of audience is compounded if the book is written in that flat and turgid style beloved of the professional parading his knowledge, a certain hallmark of which is a predilection for the passive voice. Here is H. Hamilton Smith on breathing in the back stroke, in *Swimming* (Collins £3.50).

Problems with breathing will arise if the head is not held in the correct position, either with the chin in the air so that passages are constricted, or with the head held too far back so that water comes over the face and into the mouth.

Problems will also arise trying to understand sentences like that.

After a while you begin to open the books with little hope of anything more than basic linguistic competence. The introduction to *The Wild Flower Key* by Francis Rose (Warne £5.95), for example, is written in a way which does no justice to the technical expertise of its author. On the evidence of one judge who put it to the test, indeed, the book is also difficult to use in the field.

A professional writer who also has his subject running in his veins will do better, you might think. Even so, Joe Irving's *The City at Work* (André Deutsch £5.95) rarely hints at the raw excitement of an institution where people really are chased about by mammoths.

What we want is massive expertise made buoyant by unjaded enthusiasm, coupled with the facility to communicate it all in a disciplined and seductive way. Some have it. Many do not.

Why they didn't win

Edward Blishen on
the runners-up to the
runners-up

When the judging's done, the scene is always much the same: and includes a little tide of books on the floor japping the feet of the judges, who affect not to notice. For these are among the last in the race, and it is sometimes difficult, in the exuberant moments after the choice is made, to remember why they didn't win or weren't runners-up. Though the

answer, of course, is that winner and runners-up have all their good qualities and are a problem widely regarded as a new one. And a splendid textbook: *Life Study* (D. G. Muck- can, John Murray £6.50). Ancient judges mur- mured, "If only there'd been textbooks like this when we were young." But (memo to publishers) textbooks are not within our brief.

These, then, are the runners-up to the winners-up. For example, Phil Shaw's *Colour Pinball Programmes* (Granada £1.10), a tie, sensibly helpful guide to a passion, thought there were more of such things than a year, of a generally higher standard than the past: though none as good as this, or *Redcliffe Press Guide to Children's* (Bryan Waite, £1.95), a thoroughly useful paperback marred by rough-and-ready drawings and also by that untempting title.

One problem with little, reduced books is that offering a guide to some field of interest or other, they are likely to miss Collins's *Gem Guide*, for example (in *Birds, Wild Animals, Wild Flowers*), an illustrated with considerable truth of colour at detail, and are capable of being slipped into but absurdly small pockets. But the judges will come on any walk (at least one judge on the matter to the test) when an unadorned bird or plant will be tactless enough to appear charming!

It must be said that all these books and the judges' wishful again for an old and theirs: to give the prize to some special paperback costing about 50p.

Quite the best travel guide, we thought, was Pat McLagan's *In France* (Nelson £3.95) about to take a school party abroad, and for suitable guides, and you're in a dispirited field of pseudo-stories about visits to its country or that by children with an insatiable appetite for history and geography accompanied by an improbably informative note, usually an uncle. *In France* takes the stuff of the country it's concerned with, presents it in the liveliest fashion, and makes itself intelligently into a section for only to fore going: another to use when there; and a third to round things up retrospectively. A rare example of information as fun, without flippancy.

High marks for originality and wisdom too, to *The State of the World* (John Macmillan £3.95) and Ronald Segal (Pan £5.95), which takes 60-odd international scenarios and makes a map for each: recommendations, and matter for some angry corner of the world. There was, here and there, some jangling of anger in certain directions: some (justly confessed) lack of confidence in the statistics on which the confident map was based. But a freshness, and my how we welcome that! Though certain statements of have their triumphs: as with *The Middle East* in the Macdonald Countries Special (Maureen Smallwood Abdullah, £3.50). The judges have had their say in the past about the tyranny of the double spread: this book, a scrupulous treatment of a hideously difficult subject, almost makes the double spread seem desirable.

A marvellously maverick book by David Macaulay, *Unbuilding* (Hamish Hamilton £4.95), imagines an Arab prince purloining the Empire State Building for dismantling and re-erection in one of the deserts of the Middle East: and then takes the reader, with some astonishing drawings, through the process of picking a great skyscraper to pieces. I think the judges aware that, welcoming the book, they want it a little bit tied down, as in *Domes and Bridges* (André Scott MacGregor, Pepper Press £3.95 each) which are in the same field, aren't astonishing but are clear, handsomely illustrated, and the projects: for example, a geodesic dome, 33 pipe cleaners and 65 paper straws.

Finally, *Year of the Golden Eagle* (D. G. Muck- can, John Murray £3.95), edited by Pat Hargreaves (Wayland £3.95), could hardly avoid pollution. Ten authors are responsible, so that the material addresses more than one audience. The text of Mankind, that the judges always admire, and two paperbacks from Cambridge University Press, *Evolution and Origin of Species* (D. G. Muck- can, John Murray £3.95 each), almost the most admirable book I saw was *Black Settlers in Britain 1555-1800*

Nigel Fife and Chris Power (Heinemann Educational), which simply and splendidly, with reproductions of documents old and new (and all fascinating), demonstrates the antiquity of a problem widely regarded as a new one. And a splendid textbook: *Life Study* (D. G. Muck- can, John Murray £6.50). Ancient judges mur- mured, "If only there'd been textbooks like this when we were young." But (memo to publishers) textbooks are not within our brief.

Thinner, dearer, poorer

This year the judges

withheld the junior

award. Ralph Lavender

explains why

It's a great disappointment to us that we have

had no worthy award winner this year.

There are more books than ever, and most of them are thinner, dearer and rather poorer. For example, one of the six books we short-listed is a Natural History Museum picture book called *Black-headed Gull* by John Stidworthy (you get 32 pages for £1.95 (Heinemann)). This is a costly yet coherent book, in which text and excellent illustrations are designed to work together as a whole. The narrative form does not completely avoid an anthropomorphic view of gulls, and though this is a treasurable book, its text requires considerable application. Strangely, there is little on the flight patterns or feathers of gulls.

Publication and conservation, touched on here, loom larger in three other short-listed books. One, *Animals in Danger - North America* by Gill Gould (W. & R. Chambers £2.50), is in a series of three produced in association with the World Wildlife Fund. We note the fact boxes, the distribution maps, and the indications of scale - too few natural history books show relative size. Again, the nature of illustrations is admirable. Benjamin Franklin objected to the choice of the bald eagle as America's national emblem because it steals its food and has lice - just the kind of information to bring the book alive. But the relationship between prairie dog and black-footed ferret is not explained clearly, and the lack of contents, index and page numbers makes it impossible to use this book for reference.

Wildlife in Danger (Robert Burton £3.95) is a most impressive looking member of the Macmillan Colour Library, full of stunning photographs. The arrangement of material under given headings on double-spreads and, indeed, the text is quite difficult for our age group. Flora are only glancingly mentioned and natural extinction, as in the case of dinosaurs, is a notion that is ignored. The book's ethics as well as physical, because too many important questions go begging. For instance: page numbers and index entries are incomplete; at least one of the maps is misleading; and it is impossible to relate the sizes of pygmy hog, takahae, coelacanth and parma malibu shown on the same page.

Our fourth short-listed book, *The Mediterranean*, edited by Pat Hargreaves (Wayland £3.95), could hardly avoid pollution. Ten authors are responsible, so that the material addresses more than one audience. The text of Mankind, that the judges always admire, and two paperbacks from Cambridge University Press, *Evolution and Origin of Species* (D. G. Muck- can, John Murray £3.95 each), almost the most admirable book I saw was *Black Settlers in Britain 1555-1800*

herbivores include "the larvae of bottom-living starfish and oysters": but what kind of primary school age reader is intended here? The is apparently Algiers and Port Said are the most important parts of the Mediterranean. This book simply lacks proper clarity.

John Free's *Life Under Stones* (A. and C. Black £2.95) is another case. "Earthworms emerge at night. Although they are blind, most of their body is sensitive to light, so enabling them to avoid it." Short words. But the complexity and compression demand a very fluent reader, preferably one who has never seen a worm by day, and the text tells such a reader far less than he should expect of it. The mating of worms is not even properly explained. This is a frustrating book which, as well as suggesting careless editing, lacks decency on snails' foot, earwigs' wings, beetles, and winged male ants.

The sixth and last book in our shortlist is the only one wholly concerned with the human animal. Sue Wagstaff's *Wayne is Adopted* (A. and C. Black £3.50) is a most sensitive attempt to explain adoption into a mixed family. Its lack of hard information prevents it being a serious contender for this award. But it also lacks any real insight into the King family, the natural children, or even into the photogenic Mr King. "Adoption means that grown-ups become parents to children they did not give birth to." Unadopted children as well as their fathers may be perplexed by this.

Like our other short-listed books, *Wayne is Adopted* suffers from a boring text which shows little awareness of what a child needs from an information book. Are publishers' nerves in such disarray that they present books before the process of composition is finished? Because it is this lack of finish and quality that led us to decide that none of this year's books is good enough.

How can we live together?

Marion Glastonbury
on current trends in
younger books

What adults choose to tell children in the first 12 years of life may be taken as an indication of what we consider important. Certainly our success in explaining anything to the young is a measure of our own understanding of it. How do we present what for us is common knowledge to a generation for whom everything is new?

Of all the means at our disposal for communicating information, photography seems the most favoured. More than half of the hundred and one books submitted for Junior Award rely solely or substantially on photographic illustration. Even maths get their share of it, and production costs are so low that Ladybird can offer 50 images apiece on the seaside and the countryside, in a facsimile notebook all for the price of an ice-cream cone.

The ubiquitous lens makes rare sights familiar and humdrum things exotic. A calf breaks through the caul at the moment of birth; a bald eagle arrests us with its topaz eye; sunlight penetrates storm-clouds over Crete; a segmented worm, marvellously iridescent, disappears into the earth.

Perhaps the brilliance of this technique, ranging sky-high and sea-deep over aerial vistas and microscopic minutiae, tends to discourage its rivals, pen, pencil and brush. Some illustrators put their trust in an asset that the camera lacks - a sense of humour - and imitate cartoon-strip styles of draughtsmanship, often with crude and confusing results. The system of musical notation, for instance, gains nothing in intelligibility from the introduction of treble and bass clefs in the guise of a pink cat and green snail greeting us with

speech-bubble cries of, respectively "Hi!" and "Lo!"

Despite the uglification caused by trying too hard to be funny, ("Never heard of uglifying?" the Gryphon exclaimed. . . "You are a simpleton!"), there is attractive artwork to be found. Some examples of it, in painstaking watercolour reminiscent of Edwardian Lady, might just as well have adorned a calendar or biscuit tin. But other nature studies effectively transmit enthusiasm for the creatures that have been so lovingly observed: Peter Scott's geese, the rabbits and gulls of John Thompson-Steinke, Kenneth Lilly's squirrels that bound through typographic lay-out with more animation than can be furnished by a dozen gimmicky pop-up books.

Images from the past, paintings, engravings, sculpture and other artifacts, occasionally add a welcome historical dimension to geographical and zoological facts, although regrettably few picture-editors bother to give the provenance or even the approximate date of what they borrowed.

Indeed, history was sparsely represented in this year's selection. Apart from the usual run of the junior mill - pop-eyed centurions, gored gladiators, and bearded draperies from the Holy Land, ("I'm so thirsty!" Jesus gasped) we received one genealogical work-book, one procession of miscellaneous vehicles from the Stone Age to the advent of Henry Ford, and one biography of those intrepid patriots who faced "hostile Africans, wild animals and dangerous diseases" in order to "open up new lands to Europeans."

With these dubious exceptions, there were no heroes of this or any other age; no inventors, no miracles of technology; not an astronaut in sight. Science appears as a series of practical classroom experiments: a modest matter of identifying leaves and constructing paper windmills. It is as if publishers had jointly resolved to resist the lure of Space, intergalactic revelations and mechanical mastery, and were wrestling instead with the pressing terrestrial question: "How are we to live together on this planet?"

Focusing firmly on relationships, Methuen Chatterbooks explore the learning experiences of toddlers with water, toothpaste, sand, paint, toys, ducks, friends and siblings, while older individuals are seen elsewhere meeting the challenges of surgery and adoption. The harder task of illuminating cultural contrasts is tackled with varying success by child-centred accounts of daily life and traditional festivities in Sri Lanka, Maharashtra and the Hindu community in Britain.

The good intentions of these socially-conscious books can be summed up in the Biblical injunction: "See that ye love one another." But a far more prevalent moral, insistently repeated on all sides, is: "Be kind to animals." With an ecological message like "Save the whale", authors (think, you can't go wrong. To my mind, however, they often do, by supplying indiscriminate exhortation and not enough hope, underestimating both the gravity of their subject and the susceptibility of their audience.

Know where your're going

Henry Pluckrose
on this year's
slow-learners

"Never mind the quality, feel the width" may seem a harsh judgment on the entries for this year's Junior Award. "Width" we certainly had - over a hundred books were submitted but quality was sadly lacking.

A number of entries fail because the reader has been forgotten. Pompous, patronizing, self-indulgent writing never appeals to children, who quickly realize that some books serve to project the author as much as they do the subject he is

writing about. In *Who Wants Pets?* by Alison Prince, for example the analogy chosen to illustrate the qualities needed by a successful dog owner is well beyond the experience of most nine year olds. "A dog owner needs some of the qualities of a managing director. He must make firm decisions and stick by them. He must expect to be obeyed. . . yet he must remain likeable. A good boss is the man everybody is dying to please". It was in this book that I also learned that the "pet whose sex life runs you into difficulties is the cat". (Methuen £4.50)

The managing director and the passionate cat might at least cause some excitement in 2B. How would they react, I wonder, to the guide-like style of *Hello to Riding* by Jane Allen and Helen Danby. "Is your jacket done up? Is your hat level? Will you need gloves? You don't want to spoil a good ride by being too cold or having to dismount and spend a penny." (Heinemann £3.95)

Then there were those who model their writings on Kenneth Grahame, forgetting that Ratty and Mole were heroes of fiction. In Ewan Clarkson's *Eagles* (Wayland £3.50), I learned that "Because eagles do not get in each other's way, different species made good neighbours". From the neighbourly eagle I turned to the sensitive frog. "Frogs are also used by doctors for teaching students. They are kept in cages and cut up during the lessons, which is useful to the student but horrid for the frog." (*The Frog* by Margaret Lane, Methuen-Walker £3.50)

If the writers didn't shine, neither did the illustrators. *Colour . Water and Power* (Ward Lock £1.95 each), have quite the worst illustrations I have ever seen. In *Water* a comic strip of a girl prances across each page accompanied by a tiny ginger cat. In *Power* and *Colour* an equally unattractive youth called Tom does much the same with a parrot. The illustrations in *Arana Hardy's Rav of India* (Lutterworth Press £2.50) were unacceptable for quite a different reason. Here the grace and charm of the Indian way of life has been caricatured, cheapening the very customs the book is supposed to be helping children to understand.

The Counting Book and Animal ABC (Ward Lock £1.95 each) are full of drawings which can only be described as bizarre. . . a crocodile's open mouth representing letter C, and a frog who leaps like a figure six being typical page layouts. While the illustrations in some books are simply bad, other books are spoilt by illustrations which are strangely inappropriate. Do we really need Teddy Bear Edward standing on Mount Everest and in an Egyptian temple to help children understand that their world is full of variety? (*Round the World With Teddy Bear Edward*, By Pamela Matthews and Su Swallow, Longman £3.95)

This year's competition also attracted a number of entries in which the layout can best be described as "unusual". There were animal pop-up books, characterized by lots of pop and very little information. There were books from Ladybird (*Countryside Notebook* and *Seaside Notebook* by Pamela Whitehead 95p each) designed to look like notebooks, complete with an italic text printed on faint lines. To further the illusion that the books are not books, a photograph of a wire spiral binding appears on every page.

However my personal award for misplaced effort goes to *On Wheels*. Each page is full of line drawings. Alongside each is a two or three word caption in minute typeface. One spread, for example, illustrates a Swiss wooden statue of Christ, a monk pushing a wheelbarrow, a Viking wagon, a Roman catapult, a Flemish carriage of 1347 and a mechanical clock. Part of the accompanying five line text reads "Wagon wheels often got stuck. Peter Pebble did his best with a heave and a push but he was not always there to help". The following page brought relief. There I discovered that "Peter may not know where he's going but he knows where he's been."

After studying this year's entries I appreciate exactly how he feels. Just like me!

Rabbit. By Anne Clarke, illustrated by John Thompson-Steinke, Black-headed Gull. By John Stidworthy, illustrated by John Thompson-Steinke, Heinemann £4.95 each. Our Walk. By Lella Berg and John Walsley. Going to the Doctor. By Camilla Jessel. Bat Up! By Helen Piers. Methuen Chatterbooks £1.25 each.

This year's Senior Award went to "Skulls," by Richard Steel, published by Heinemann Young Books. The panel of judges for the Junior Award decided that none of the books submitted was good enough to merit it

Write partnership

Eddie Beaumont's *Nuclear Future*, specially written for the Harrogate Theatre in Education team by Paul Goetze, explores questions of safety and responsibility in the nuclear industry. It opens gently as a domestic comedy, but suddenly veers off into a menacing surrealist nightmare. Young Eddie Beaumont, a perfectly ordinary unemployed school leaver, with the statutory angry mum who coaxes him for getting under her feet all day, becomes a crazed hermit in a mental hospital wearing the protective clothing supplied by the local power station, and intoning Defoe's *Journal of the Plague Year*, his guide to how the contaminated should behave.

A group of Yorkshire fourth and fifth formers watched in horror as the carefree, empathetic Eddie gradually became involved in the issue through first-hand experience as a temporary labourer in a plant where safety-consciousness was built in, but the crucial factor of human fallibility remained. Harrogate teachers can usually rely on a TIE show to stimulate pupils and to offer an excellent introduction to social topics which they wish to discuss in depth, but they feel that this particular piece was more tightly structured, more consistent in characterization, more complex in plot and wittier in dialogue than previous programmes because it was the product of a collaboration with a writer.

Harlow Theatre Van's *Carrots and Crumbs*, a show created at the request of several local community agencies, is a look at how the Welfare State is working in 1981. Mrs Eliot, a 58 year-old clerk in a small electrical firm, and on the face of it an unlikely heroine, agrees to take early retirement under a job release scheme so that a young Youth Opportunities Programme recruit can be given a permanent job. She realizes too late that the job itself is being wound up, along with several others in the firm, according to new instructions from Head Office to either "reorganize" or go out of business altogether.

Sharply critical of firms which fail to maximize what work there is, and which abuse the limited incentives on offer to create new jobs and maintain existing posts, the play explores differing reactions of the young people who are on the receiving end of

this failure of the imagination on the part of British managements. *Carrots and Crumbs* is designed to stimulate discussion and to suggest some positive strategies for effective community action to help cope with the problems raised. This new play, neatly constructed and carefully researched, was written for the company by Graham Lucas.

Like Harrogate TIE, Harlow Theatre Van were working with a writer, as opposed to group devising, for the first time. Both partnerships were made possible by a special Gulbenkian Foundation-backed scheme to promote new writing in the field of theatre in education and community theatre. Paul Goetze and Graham Lucas were two of the writers to be commissioned this year under the scheme which grew out of an agreement between SCYPT (Standing Conference of Young People's Theatre) and TWU (Theatre Writers' Union). Its aim is to attach, on an equal financing footing, writers to theatre companies for up to six months with a view to raising standards of writing in this area.

In order to encourage new partnerships, the scheme also offers special short-term funding, with no strings attached, allowing writers and companies one week's "Talking Time" in which to discuss each other's work and consider generally the possibilities for future longer term collaboration.

Companies increasingly have to play to large audiences to stay in business, so that the valuable group-devised participatory programmes for single classes with which the TIE companies are associated and for which they are justly applauded, are nowadays less frequently their stock in trade. In these financially stringent circumstances, companies see writers who can help them to construct well made plays for larger audiences as a necessity, not a luxury. It is therefore to be hoped that this useful scheme can continue to operate with Gulbenkian backing until local authorities and the regional arts associations are ready to recognize the desirability of direct funding for local writers in community theatre projects of all kinds.

Pam Schweitzer

D. J. Hart

One man's Chaucer

It is a commonplace that certain authors are "murdered" by study for exams; and in these enlightened times it is hardly surprising to find extensive efforts being made everywhere to lift the words from the page and breathe a little life into dry tubers. But the closer the text is to oral tradition, the more it is likely to succeed. Rob Inglis's one-man Canterbury Tales is certainly no exception; and when the setting is the spot of the Tabard Inn - his performance is an especially pleasurable treat. Every school should have one.

Clad in green tusion, Mr Inglis addresses the audience in the person of Chaucer. He introduces the pilgrims, sliding easily from the booming voiced Monk to the caruncular Summoner to a blousy Wife of Bath with a rambling Irish accent. Such characterization may be more than Chaucer offered at a reading - it is nonetheless welcome for that. But it is the intimate narrative style that strikes such a satisfying note. He holds you with his glittering eye as he recounts the tale of Janekin. It is a relief to rediscover what fun the tales are before they get mangled by grim and gritty pedagogues.

Of course there are problems with the solitary voice. Sometimes you get the feeling that he's racing so hard that he skates over too many lines. All the same for sheer strength and vulgar good humour - not to mention simply the learning of lines -

Peter Fanning

Rob Inglis can be contacted on 01-723 3097. Further details of "Paradise Lost" from Allan Hart on 01-586 5681.

Pip finds his voice

Great Expectations. Dramatized in 12 parts by James Andrew Hall. BBC 1 Sundays.

As "classic serials" have a tendency to establish themselves as "classic" in their own right any new adaptation must be judged partly by its claims to posterity. The new *Great Expectations*, adapted by James Andrew Hall and directed by Julian Amyes, now nearly half-way through, is at last beginning to assume the energy and confidence that have marked other definitive dramatizations of *David Copperfield*, *Our Mutual Friend*, and *The Old Curiosity Shop*.

But until the last episode or two, the serial gave the distinct impression that it had been born, like Pip's siblings, with its hands in its pockets. Not that there hadn't been some very good moments - Stratford John's Magwitch in grey, menacing close-up, the antics of Trabb's boy, and the nodding of Wemmick's aged P. - but that the serial seemed simply to lack inspiration. This impression was due partly, I think, to the decision not to overplay the roles, a such believable characterizations as Philip Joseph's Joe and Joan Hickson's Miss Havisham. But it was almost all of Pip's narration, which not only deprived us of his character but also left events to stand alone with little clue as to their relative

significance. The resulting uncertainty of emphasis meant that while minor occurrences of more symbolic than narrative importance (like Pip's near-beheading by a window) were dutifully recorded, quite famous scenes were offered rather apologetically, as merely necessary to the plot. Thus Pip's pugilistic encounter with the young Herbert, which ought at least to have been very funny, was brief and embarrassingly clumsy. It seemed likely that had it not been necessary for the two characters' later recognition of each other, it might have been dropped.

It is a relief then that at last the serial is coming alive, that Colin Jeavons' Wemmick is making valiant efforts to transform his face into a post-office, and that Gerry Sundquist's Pip has come out from behind that abnormally thick fringe and equally thick Kentish accent to give us some idea of his thoughts, and to give some structure to the proceedings. It is of course quite defensible that the audience should be made to wait for Pip to understand his own experiences before that understanding could be passed on, and that the communication should depend on his improved articulateness. But I regretted the near absence of his voice in the early part, and I am grateful to Tim Munro's perfect Herbert for bringing our hero out of himself.

Lynne Truss

Dance night

I Really Want to Dance. Thames Television.

Anyone interested in dance training and education should look for *I Really Want to Dance* on the ITV network Tuesday 10th November at the late hour of 10.30 - 11.30 pm. This tribute to the 50th anniversary of the Royal Ballet School is worth a late bedtime but worthier also of a more popular broadcast slot. It is a documentary in dance of life at the Royal Ballet School of London, produced and directed by David Hodgson with choreography by Richard Glasstone to music by Debussy, and featuring children of the Lower School at White Lodge, Richmond Park.

Some of the sequences are absolutely stunning in their colour quality, visual continuity, camera work, lighting, cutting and overall regard for music. The central sequence, for

example, is a succession of images of classroom work cutting continually from boys to girls and back. The music, which never stops, provides a link to which all exercises are related but the sequence also is carefully structured to show the progression of class work from new arrival to experienced student and from basic to centre practice and allegro. Other sequences show the young dancers' introduction to partnering, life in dormitories and playground, and study for O levels and CSE.

The film, which will be available for hire, comes with a booklet by Richard Glasstone's interpolated dances and dance scenes. These convey a cosy conventional approach to classical ballet which the young people themselves continually belie. The class sequences are reality, the dances unreality and the dichotomy is never really resolved. Still, the pluses far outweigh the minuses.

Peter Brinson

Literary competition

Competition No. 20. Report by Sophie This was not an easy competition to enter after the first sifting there were some twenty or so possible winners. What was called for was a so much parody but an original guess at what Blake, Tennyson or Bonfire Day theme. Mentions to George Moor and Kathleen Newell for each poem printed.

Tennyson
Burnt, burn, burn
In the cold grey night, O Guy,
And I would thy successors could

In those flames that leap on high
O well for the lad with the squib
That he shouts in the night so dim
O well for his sister's delight
As the rockets glitter and spill.
But O that assassins were all
And the terrorist's hand were still
What value can research like this
Have to education? What new know-

ledge can it hope to provide edu-
cationalists with? The report is silent
over these questions and especially
so over the most telling one on
which it is implicitly founded; what
is so wrong with current schooling
that expensive capital resourcing and
non-consuming indirect learning can
be expected to put right? What is
wrong, of course, is that most kids
in classical terms, are "underachievers",
and, worse, don't seem to give
a damn about it. Surely, an argu-
ment to "discover" modern media
through practice rather than
attention away from the causes of
this failure of schooling? This is an
issue the report has a prime oppor-
tunity to confront for it is working in
a way - that of the study of the
media - which has sought to rethink
these problems and pose directions
for change. But it explicitly rejects
this sort of beyond its reference.
Instead returning for its theoretical
proposals to the "language and
learning" debates of an earlier
period - Piaget, the early Bernstein
and Labov are its most-quoted in-
fluences. Such a course seems per-
verse for why choose to work with
contemporary media unless it is be-
cause they are contemporary. The
central communication forms of
one time and institutionalized on a
scale unthinkable when state school-
ing and the curriculum was estab-
lished?

But, but, before you giddy pates
Such crack-brained schemes
Remember that for traitors wait
The hangman with his noose -
And he will cook your goose.
Andrew Mackay

For men have ever striven
For freedom, since the Fall,
And all shall be forgiven
When ash lies over all
That tread this turning ball.

And all our lost Novembers
Our fireworks and our fires
Will come at last to embers.
Our passions and desires
Lie scattered o'er the Shires.
Gerard Jones

Blake
The Flame struck the Tinder-box
Lights the Way to the Chopping
Block
He that loads and primes the Bomb
Shall burn 'til he is a Fool's Ass
The Child who lets his Remembrance
Does spurn the Whip, the Age and
Halter.

The Embers of each Conflagration
Spark the next Year's Celebration.
The Papi's Words when this is
Shall never douse the flames!
Bill Green

Guido, Guido, burning bright
Every 5th November night,
What tyrannic Secret?
Could ban thy anniversary?
What tin's infants lose their eyes?
Or pets their minds? What roasts
lies

Ungazed at by the ill-insured?
Say, Guido's ghost in pain-filled
Dare ban thy anniversary?
P. W. Thorpe

Competition No. 21. Set by Sophie
Will you please include the following
words in an extract from a speech
which could just possibly have been
made at a School Speech Day?
aggravate; blessed; cavalier; commu-
nism; nicely; operation; pasta;
spaghetti; traversing; wasps; re-
wheels. 120 words by November 11.

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Getting the message

Communication and Social Skills. By Carol Loran and Michael Weiss. Wheaton/Schools Council £8.00. 08 08427 1. £4.75. 026426 3.

This Report is the product of a four-year investigation into the value to schools of children making technological media products like films and tape tapes. The authors set out to assess whether such activity can develop language skills and improve performance in existing timetable subjects. Across 200 pages, they offer several single descriptive case-studies, detailed evaluations and proposals, concluding - not surprisingly - that indeed such activities can deliver the goods; a rather weighty hammer to such a slight nut.

What value can research like this have to education? What new knowledge can it hope to provide educationalists with? The report is silent over these questions and especially so over the most telling one on which it is implicitly founded; what is so wrong with current schooling that expensive capital resourcing and non-consuming indirect learning can be expected to put right? What is wrong, of course, is that most kids in classical terms, are "underachievers", and, worse, don't seem to give a damn about it. Surely, an argument to "discover" modern media through practice rather than attention away from the causes of this failure of schooling? This is an issue the report has a prime opportunity to confront for it is working in a way - that of the study of the media - which has sought to rethink these problems and pose directions for change. But it explicitly rejects this sort of beyond its reference. Instead returning for its theoretical proposals to the "language and learning" debates of an earlier period - Piaget, the early Bernstein and Labov are its most-quoted influences. Such a course seems perverse for why choose to work with contemporary media unless it is because they are contemporary. The central communication forms of one time and institutionalized on a scale unthinkable when state schooling and the curriculum was established?

It is not that making media products is an illegitimate activity in education in schools but that it is a wasted opportunity to limit any report to that alone. The media and education are too important to be confined and hence confused in such a restricted instrumental framework. Media like films, television programmes, photographs are not means of making messages but, unlike pens and paper, are not

telling asides about education and poverty, and it is to be remembered that some people argue that the solution to poverty more likely rests in major income redistribution rather than educational reform.

Among the variety of subjects covered by other papers in the book is "The Meaning of Intelligence", and a sharply written piece with a handful of barbs thrown in for seasoning called "English Local Education Authorities and Mental Testing 1919-1939". A lot of the interest is in the gossip - in the teacher and head-teacher reactions of the period.

It is surprising that in the preliminary sections of *What is Educational Research?* the authors rightly draw attention to the distinctions between the social sciences and natural sciences but with no reference to Karl Popper and his *Conjectures and Refutations*. The omission is like discussing car-manufacturing without reference to Ford.

The book has the virtue of being a readable helpful introduction but I doubt if it will convert many atheists



(and for economic and ideological reasons never will be widely accessible. It is not enough simply to introduce media-practice into schooling as a kind of "remedial" strategy. For, uniquely, such media are the province of small and powerful elites which control their use. Children will never be able to understand the differences in the qualities and functions of their own products as distinct from, say, the BBC or the national press, unless this knowledge enters into the framework in which they are being invited to "produce". Similarly, the models for media products - short stories, tape-slide sequences, etc. - themselves derive from dominant media institutions. These forms and the history require understanding too if children are not to endlessly and blindly attempt to reproduce them as the "normal" and the "best".

Besides this kind of knowledge, using the media to make existing schooling more palatable is not enough. For a more considered view of how the media should be introduced into education, readers should refer to the journal, *Screen Education*, especially issue number 38 (from the Society for Education in Film and Television, 20 Old Compton Street, London W1) and to Len Masterman's book, *Teaching About Television* (Macmillan 1980).

Now, then, to understand the appearance of this Schools Council project at this time? It has to be acknowledged that the increasing gloom cast over the education system in 1981 is a spartan set of principles and pedagogy - what might be characterized as the Rhodes Boyson "if-it-doesn't-hurt-it-ain't-learning" school of thought. In this context, the

report can be read as a timely reminder that, when it comes to motivating learning, carrots are always preferable to sticks and, much more seriously, learning is a social practice, to be engaged in collectively as well as individually if it is to accord with actual processes of knowledge-acquisition.

What lies unacknowledged in the report, however, is the implication of this recognition of the social dimension for how we conceive the nature of learning. Far from being a simple process of making sense of a received body of knowledge, learning is a complex and contradictory way of thinking about the world. Moreover, if an education system is to produce a mental facility that can put knowledge to use, rather than be in thrall to it, then that system has to offer knowledge critically and not merely authorized knowledge.

The report bears the seeds, then, of a pressing call for alternative pedagogies and major rethinking about current practices of schooling. Important questions about how schooling should take on the power and complexity of the media (rather than just media), the report can only offer a self-evident case for the power of media technology in education. The media are there, they are important and determining, and schools ignore them at their peril. But they have to be studied, to be understood. To obscure the cutting edge of debates around media studies to avoid the whole question of what should constitute necessary knowledge in our schools at this time. And that is no education at all.

David Lusted

Searching for solutions

The Meritocratic Intellect: Studies in the History of Educational Research. Edited by James V Smith and David Hamilton. Aberdeen University Press £9.50. 0 90 05720 8.

What is Educational Research. By Stephen K. Verma and Ruth M. Gurney. Publishing £11.50. 0 566 08320 6.

The conventional wisdom about the "nature or nurture" argument in relation to IQ is that people on the right believe that hereditary factors determine differences in behaviour whilst those on the political left favour an environmental cause - of "Nature, Nurture and Politics". One of the papers in *The Meritocratic Intellect* argues that we are in danger of taking the conventional wisdom too far and shows, convincingly, that hereditarians and their critics share a basic commitment to technology. Harwood includes some

telling asides about education and poverty, and it is to be remembered that some people argue that the solution to poverty more likely rests in major income redistribution rather than educational reform.

Among the variety of subjects covered by other papers in the book is "The Meaning of Intelligence", and a sharply written piece with a handful of barbs thrown in for seasoning called "English Local Education Authorities and Mental Testing 1919-1939". A lot of the interest is in the gossip - in the teacher and head-teacher reactions of the period.

It is surprising that in the preliminary sections of *What is Educational Research?* the authors rightly draw attention to the distinctions between the social sciences and natural sciences but with no reference to Karl Popper and his *Conjectures and Refutations*. The omission is like discussing car-manufacturing without reference to Ford.

Towards the end of the book the authors make a sudden rush. They assert that more teachers should adopt the dual role of teacher/researcher. Unfortunately the argument is not developed and one is left wondering why teachers, salt of the earth no doubt, are going to be able to formulate generalized principles where other people looking at other areas of human behaviour have failed. And then the more flippant thought occurred that there will need to be a lot of scale points about to attract people to be teacher/researcher as opposed to ifc pastoral care, years one and two.

Peter Dormer

The bad, the good and the great

Churchill's Indian Summer: The Conservative Government 1951-55. By Anthony Seldon. Foulsham and Stoughton £14.95. 0 340 25456 4.

Historians of contemporary Britain find themselves at a disadvantage by comparison with those who write about the twenties and thirties. The spread of the telephone and the increasing of a postal service have contributed to a decline in the habit of letter writing among both the general public and the country's politicians. The voluminous correspondence which supplements the official record of the interwar years therefore has no analogy in the post-1945 period. The deficiency can partly be remedied by systematic oral history - the interviewing of major participants in the political process in order to flesh out the bare bones of the cabinet minutes and to capture personal perspectives on critical decisions. Unfortunately, however, Britain has been slow to encourage the formation of oral history archives and the political historian has too frequently seen the activity as a rather suspect tool of the radical social historian. Yet, as Anthony Seldon's fascinating new account of the last Churchill government reveals, the chronicler of high politics as much as the student of popular attitudes can profit enormously from interviews of the bad, the good and the great. It is thus in everyone's interests that their reflections on public affairs should be preserved for future historians.

Dr Seldon - who is currently engaged in establishing an archive of oral history at the London School of Economics - has interviewed over two hundred and fifty politicians, civil servants and journalists in order to shed new light on the 1951-55 government. As a result he is able to present much new information about the administration as a whole and about individual areas of policy. Of especial importance is his discussion of defence and foreign policy and his detailed description of the friction inherent in the so-called "special relationship" between Britain and the U.S. Dr Seldon points out, for example, that the relationship between "was by no means as bad as has been suggested, although the State Department was always deeply suspicious of British policy. Dr Seldon's researches also throw much light on some of the perennial themes of British constitutional debate, espe-

cially on the question of prime ministerial versus cabinet power and on the role of the civil service. Indeed it is one of the strengths of this book of attention and to the part played by individual civil servants in the policy process. Thus we not only get a useful assessment of the differences in style between such mandarins as Sir Norman Brook and Sir Edward Bridges but we also are given a judicious analysis of the degree to which senior civil servants contributed to the success of their political superiors. The chapter on administrative affairs should be required reading as a corrective to the exaggerations and distortions offered by Richard Crossman.

Two themes dominate the narrative. Dr Seldon is anxious to determine whether Churchill was fit to take on the burden of the premiership again in 1951 and he is interested in the extent to which the Tories reversed the policies of the Attlee administration. Dr Seldon cautiously concludes that, while Churchill should perhaps have resigned in 1954 rather than 1955, he provided the Conservative Party with an umbrella which sheltered them until they could adapt to the demands of post-war politics. Also, it is argued, he ensured the triumph of pragmatic conservatism by selecting as ministers men who were essentially middle-of-the-road in policy terms. Dr Seldon thus believes that there was a great deal of continuity between the Attlee and Churchill governments and sees the road from 1945 ending only with the election of Mrs Thatcher in 1979.

In addition to the book's importance as a rich source of information about recent political history, teachers of the subject will find it useful as a means of explaining the dangers of using interviews improperly - and thereby biasing an account in favour of the interviewee's interpretation. He has meticulously checked every interview. But as one can see from the references, it is remarkable how frail a thing the memory is and how sceptical it is necessary to be about autobiographies written in old age. Oral history can be used to introduce schoolchildren to the excitement of the historian's task; Dr Seldon's exemplary work can be used to alert them to its pitfalls.

Gillian Peele

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Anne Howarth on games and sport

Pitting your strength against the elements is exciting and occasionally dangerous. Mountaineering even when undertaken with proper precautions can be dangerous and must be exciting since mountaineers are drawn back to the mountains as moths to a flame. Many schoolchildren now have the opportunity to try hill walking and even rock climbing and if you are thinking of venturing into the mountains with a party of youngsters then read Richard Gilbert's *Mountaineering for All*. This eminently readable book covers all aspects of mountaineering from hill walking to rock climbing to alpine climbing. Do's and don'ts are interspersed with delightful descriptions of his own experiences. It is a book to inspire anyone to leave their warm firesides and discover for themselves the magic of glistening peaks appearing in the early morning mist. The author is no stary-eyed romantic and knows only too well the dangers that can be encountered. There is plenty of sensible advice about equipment, preparing a party, likely hazards and how to remain comfortable in difficult conditions. The final chapter describes the author's own expedition with a party of schoolboys to climb Kolahe in the Himalayas, a remarkable achievement with such relatively inexperienced mountaineers.

In these days of stringent cuts it may well be that school visits to authority adventure centres and trips to the hills in the school mini-bus will be severely curtailed. An alternative could be to take part in the fastest growing craze in sport - marathon running. Thousands are there at the start of these races, all ages and all shapes and sizes, good naturedly jostling for position many knowing they will not complete the gruelling 26 miles; they are merely anxious to take part - a truly Olympic spirit. If you are looking for a sport that is inexpensive, friendly and includes all ages then long distance running could be for you. *Running is for Me* is a fictionalized story of all American Stephanie and her "Mom" learning to run long distances and preparing for a three mile race. Aimed at the eight to 12 year olds it gives some basic information about running and training for a race interwoven into the very thin story line.

Marathon running is certainly not a spectator sport. A sport that has inspired millions is ice skating. When John Curry won the Olympic gold medal youngsters flocked to ice rinks to learn to skate and again when Robin Cousins won his medal another inspirational wave of interest overtook skating. The man who inspired these two top skaters and wrote a book about figure skating, *The Skater on Ice*. It is well presented, clearly and concisely written with precise line drawings by Walt Spitzmiller. Even the graceful flowing print seems in keeping with explanations of how to achieve an axel jump or a triple lutz. This is a beautiful book but I did miss photographs of skaters in action displaying the grace and flair that is characteristic of the sport.

Photographs and illustrations do more than make a book about sport interesting, they convey something of the grace, strength, skill or just sheer enjoyment that is a vital ingredient of sport. Often photographs are posed to show a particular skill and they appear quite lifeless; drawings depicting the action serve much better. In many sports it is the visual effect of good performances that inspire the would-be participant. In book *Windsurfing* most take the prize for exciting photography with flying over waves. Imported from America windsurfing is fast gaining popularity in this country. Compared with dinghy sailing it is cheaper, easier to transport and quickly assembled, all factors that make it particularly attractive to the young. Having witnessed some first attempts at windsurfing you have to be prepared to be in the water more than on the board at first. The authors give a step by step guide to assembling your board, putting it into the water, getting onto it and learning how to stay on it. At least if you fall in it is easy to scramble on and try again.

Most sports require some "stickability" to get over that initial beginner stage and achieve some enjoyment from doing well at the activity. Instruction books often fall into the trap of covering everything from basic beginnings to international standard leaving the reader deflated.

If he doesn't achieve the goal at the end of the book, Judy Hushman, who dominated the badminton scene for many years has written an excellent book for players junior or senior who wish to improve their competitive play. There is no attempt to cover basic stroke production for this book is packed with inside information on how a top player systematically plans to defeat an opponent using skill and tactics. Reading this book would certainly give you an advantage of several points over your opponent providing she hasn't read it as well. A more conventional instruction book is *Badminton to the Top* which does cover adequately all the basic strokes and advanced strokes in one volume.

Two excellent improvers books are *Rugby Union - Forward Play* and *Rugby Union - Back Play*. The keen schoolboy rugby player will find these fascinating reading, giving as they do, detailed appraisals of the requirements of each position. If you are an aspiring rugby player or a sevens addict, then *Seven-a-Side Rugby* is a comprehensive survey of this popular tournament game and also includes many tips for coaches of mini-rugby.

Better Diving written with the approval of the Amateur Swimming Association is destined to become a standard text on teaching diving from beginners to competition level. For those who are anxious to try out new sports there are a feast of starters books. The Sports Starters series are colourful and lively and might interest even the most reluctant PE skiver stalling at the back of the changing rooms. Titles so far include *Tennis*, *Swimming* and *Fishing*. A book that is informative rather than instructive is *Fighting Sports* which briefly and pictorially traces the development of weaponry sports and unarmed combat.

The E. P. sport series have added some new titles to their handy reference series of basic instruction books. They cover such widely differing sports as acrobatics and target rifle shooting. There are plenty of photographs but not in colour unlike the Inter Sport series which have now added *Basketball* to their list.

Mountaineering for All. By Richard Gilbert.

Batsford £6.95. 0 7134 3350 7.
Running is for Me. By Fred Nelf.
Lerner Publishing £2.95. 0 8225 1093 6.

Figure Skating. By Carlo Fassi.
Robert Hale £9.25. 0 7091 8825 0.
Windsurfing. By Mike Gadd, John Boothroyd and Ann Durrell.
Ward Lock £2.95. 0 7063 6142 3.
Winning Badminton. By Judy Hashman.
Ward Lock £6.95. 0 7063 6091 5.

Badminton to the Top. By Derek Talbot.
E. P. Publishing £3.50. 0 7158 0641 6.
Rugby Union - Back Play. By David Duckham. 0 7207 1316 1.

Rugby Union - Forward Play. By Ian McLaughlin and Bill Dickinson.
0 7207 2281 5. £5.95 each. Seven A 0 7207 1339 0.
Pelham Books.

Better Diving. By Jennifer Gray.
Kaye and Ward £3.95. 0 7182 1473 0.

Swimming. By Hamilton Smith. 0 00 41608 9.
Tennis. By Terry Mabbitt. 0 00 41611 9.
Fishing. By Gerry Collins £3.50 each.

Fighting Sports. By Graeme Kent. Macmillan £4.95. 0 333 30866 2.
Basketball. By Neil Welch.
Wayland £3.95. 0 8340 797 5.

Cricket. By Keith Andrew, Bob Carter and Les Leatham. Mens Gymnasium. By Eddie Arnold and Brian Stokes. Conditioned for Sport. By Dr N. Whitehead. Target Rifle Shooting. By David Parish and John Anthony. Water Polo. By David Barr and Andrew Gordon. Weightlifting. By John Lear. Backpacking. By Don Robinson. Sports Acrobatics. By J. Coulton.

E. P. Publishing £2.95 and £4.95



THE LONG-TAILED STALLION
of Augustus II King of Poland

The long-tailed stallion of Augustus II King of Poland features in what may be the ultimate horse book. The Book of Horses, edited by Fred Uggaholm (Secker and Warburg £12.50). In this handsome volume are gathered an astonishing variety of all things equestrian from diverse cultures, ancient and modern. There are facts, artifacts, paintings, poems, anecdotes, cartoons and literary extracts.

It is probably true to say that Caroline Bradley is the only world class lady show jumper today. Hers is a remarkable achievement. Her background is not horsey: her father worked in the Surveyor's department of the Northampton County Council. She had no privileges, no wealthy sponsors. She made it by her own skill and dedication. This is revealed in a simple, straightforward book which she has written with Janet Taylor (Showjumping with Caroline Bradley; Pelham Books £6.95).

The book is fully comprehensive with chapters covering just about every side of show jumping, but from the point of view of the ordinary, aspiring rider rather than the international star. It is also well, if a little predictably illustrated. For many, inevitably, the chapter entitled "Life at the Top" will be of most interest, but Caroline is not one to give a lot away and certainly readers will learn nothing of her feelings over all the tigre dramas; but if anyone thought that her losing him would dislodge her from the top they have already been proved wrong. Probably even more famous today than Caroline Bradley is Barbara Woodhouse. Although she has had considerable success as a day trainer for some 30 years or more, it is only since she hit the television screen that she found, at the age of 70, world-wide acclaim. Much of her fame, it has to be admitted, is skin deep. To that, say, Patrick Moore whose programmes cannot fail to be entertaining, whether one is interested in his personality, Barbara Woodhouse public by her "walkiest" and "sit" as by her knowledge and expertise: something which she probably regrets, though she freely admits that she enjoys suddenly becoming a celebrity "at my time of life".

Now, obviously to coincide with her new television programme she has produced Barbara Woodhouse's Book of Ponies (Kestrel Books £3.95). It is not as profound as some of her previous books on dogs, being chatty and informal, echoing her speaking style. But it does contain some very wise, if occasionally unusual, advice and an extraordinary amount of knowledge in less than 100 pages. As a Christmas present for a young pony enthusiast one

could not go wrong with Barbara Woodhouse's homespun production. Elinor Knox Thompson and Suzanne Dickens ran an excellent riding school in Northamptonshire shortly after the war - it would be tempting to think that Caroline Bradley started there - the former being a successful three day event rider, the early fifties, however, they departed to New Zealand where they started teaching, soon achieving a very considerable reputation. Their book Guide to Riding and Horse Care (Orbis Publishing £3.95) is a setting down of their theories and practices, and very practical it has not been set down in books previously - how could there be? but the whole is completely done, and somehow they manage to provide valuable material for the "betweeners": that is, those who are longer beginners, but still have a great deal to learn. They are able to fill in a number of gaps. For instance, their chapter on simple dressage is extremely valuable, as their section on proper veterinary care of horses and ponies. Goodness knows there is no shortage of books such as this, but there is room for this one.

A book simply entitled *Horse* could turn out to be anything. Fry's book *Horses* (Adelphi and Chivers Black £3.95) is a surprise. It is a brief, but extremely comprehensive history of the horse's evolution, packing in a great deal of the sort of information that one always feels that one ought to know, but doesn't: for instance, the exact date of the mull coach, the origin of the hackamore, why horses never run away from battle. This little book can be strongly recommended.

An even slighter book is the XYZ of Horses by Toni Goffe (Woolley Why Books 95p). Broadly speaking, if you follow the same pattern as Fry's Somerset Fry's book, but it is for a younger reader. It is cleverly set out and amusingly illustrated. It too, produces plenty of useful information, such as how polo originated, the organization of tournaments, details of early fire-engines.

It is interesting to know that over a 15 km range it is still cheaper to use horse power to deliver beer!

To eat or not to eat . . .
Mushrooms and other fungi of Great Britain and Europe. By Roger Phillips.
Ward Lock £10.95. 0 7063 6128 8.
Pan Books £6.95. 0 330 26441 9.

I dislike books with photographs of plants picked, rather than growing, but I make an exception for this latest book of fungi photographs by Roger Phillips. There is a deep seated prejudice against fungi in Britain, and I am happy to support a book which hopes to try to rehabilitate them. People who behave responsibly in the countryside and would not dream of picking wild flowers, behave quite barbarously towards fungi. It is fortunately, not so

Francesca Greenwood

Never a dull moment

Gerald Haigh on hobbies

Collecting Stamps. By Neil Grant and Peter Womersley. £3.95. Collecting Coins. By C. W. Hill. £3.95. Collecting Football Programmes. By Phil Shaw. £4.50.

Granada Publishing.
Beginning Chess. By Harry Golombek.
Penguin £1.50.

Play Chess. By William Hartston and Jeremy James.
BBC Publications £4.50 and £1.95.

The Penguin Book of Chess Openings. By W. R. Hartston.
Penguin £1.95.

Understanding the Caro Kann Defence. By R. Keene et al.
Penguin £3.95.

The Art of Chess Analysis. By Jan Timman.
Pimco £7.95.

How to get the Most from your Chess Computer. By J. Kaplan.
Pimco £5.95.

Understanding the Open Games. By A. Solis et al.
Pimco £6.95.

Model Railways. By Cyril Freezer.
How to be an Astronomer. By Robin Segall. Disguises and Make-up. By Mick Lattus. Painting and Drawing. By Linda Douglas.

Macdonald Educational Whizz Kids. £9.95 each.
Curly Up! By John Inman.
Heinemann £4.95.

"What are your hobbies?" eager adults used to ask in days of yore. Acceptable responses would touch upon Meccano, fretwork and model aeroplanes. Where are they now? I suppose if you gave a modern child in a aeroplane kit he would throw away the balsa wood and keep the glue for snuffing.

Collecting still thrives, of course, and as it does an eternal facet of human nature. Granada's three books on the subject satisfy for me one major requirement in that they convey a sense of delight in their respective subjects. Each is written in one case co-written - by an enthusiast, and this comes strongly across so that even a casual reader with no previous interest will find his attention held. Stamp collecting in particular, which has always enjoyed a cachet as the sort of "senior hobby", has its own folklore of exciting discoveries and of fortunes made and lost. *Collecting Stamps* has most of the well known stories and some which I did not know. It also provides all the hard technical facts that a beginner needs.

Another of the pleasures of collecting is the opportunity to wallow in recondite minutiae. In *Collecting Coins* we read that in 1902 the engraving of Britannia on the penny was changed so that the horizon of the sea went from 4.14mm to 4.40mm above the baseline. Thus do collectors speak of "High Tide pennies" and "Low Tide pennies" and in doing so concisely express the whole charm and excitement of collecting.

Football programmes have not been around as long as stamps and coins, and there is not yet the same satisfying labyrinth of convention and classification. Nevertheless Phil Shaw's book makes the subject fascinating and his book sheds some interesting sidelights on football league history.

Chess is one of those activities which makes words like "hobby" and "pastime" sound feeble. The two books for beginners here present an interesting contrast. Golombek gives us a very traditional approach, conventional in style and language and excellent in the way that apparently eccentric manoeuvres such as "en passant" capture are traced to their logical foundations.

Play Chess, based on the BBC series of the same name, is much more obviously for children, though it avoids being entrapped in gimmickry. One interesting point of difference between the books lies in the question of notation. Hartston and James use the algebraic method - though not in its shortest form - and deals briefly with "descriptive" notation at the end of the book. Golombek does more or less the opposite, teaching and using descriptive notation throughout and mentioning algebraic as an alternative. Golombek, though, points out that to get full value from algebraic notation, you must use it in its abbreviated form, that is recording only the square to which a piece is moved. He calls the fuller algebraic notation, as used by Hartston and James, "old fashioned" and "rarely used".

Golombek has a useful index. *Play Chess* has none, neither, amazingly,

gauge engine.

Boys aged between 10 and 13 will find the two little volumes from Lerner Publications of interest. *Motorcycles on the Move* and *Motorcycles* (£2.95 each. 0 222 50414 6 and 50423 5) are visually unexciting, but the text is straightforward and the photographs clear and unambiguous. Two other books from the same publisher Model Cars and Kit Cars (£2.95 each. 504275 and 504170) have a quaint mix of text and photographs of parts, photograph of finished model, photograph of racing set, photograph of box of paints) and will have very little appeal to anybody but devoted model makers who collect simply everything written about their hobby.

Alec Davies includes model making ideas in his Man in Motion series (On the Road, 0 263 06437 9, in the Air 0 263 06438 7, £1.75 each). However, the plans which are featured (of cars and aircraft) are far from easy and I cannot imagine any but the most gifted craftsman in cardboard attempting to make them.

Ward Lock's Book of Transport (£3.95 0 706 36141 5) is a sample miscellany featuring ships, trains, cars and aircraft. Indeed it is a book which may suffer from being damned with faint praise. The photographs have been well chosen, the line diagrams are clear, the index is extensive. Yet for all this the book has the feel of a compilation of material from other sources - which indeed it is.

Transport on Earth by Neil Ardley (Franklin Watts £3.99. 0 851 69005 0) can best be classified as science fiction. "What would it be like in the future? What kind of world lies ahead of us?" These sentences yet

does it have a contents page or any other way of directing the reader's attention.

There are plenty of good books for further study, including Hartston's *Penguin Book of Chess Openings* and the excellent and authoritative series published by Pimco.

Macdonald's inexpensive Whizz Kids books are, for me, rather soulless creations, despite having bags of jolly pictures. For one thing I worry about an introduction which says "This book has been carefully planned to help you become an expert, and goes on to explain why some pages have a grey border and others a turquoise (or red, or yellow, or purple) flash in the corner. The problem is I think, that of trying too hard to achieve a kind of jollified didacticism, rather like a vicar producing a ferret from under his surplice. Much of the problem, I think, lies in the design of the covers which is, to my eye, uniformly trivial and tasteless, and lacking in stylistic relation to the content of the books.

Model Railways is in many ways the most interesting and practical, though I feel it would have been more useful with a little more information about actual commercial equipment and its availability. Interesting to see that "OO" gauge, once the small alternative to standard "O" gauge, is now itself the larger alternative to "N" gauge. It looks to me as if you might be in danger of losing "N" gauge rolling stock through cracks in the floorboards.

Despite being worried by the trend in publishing as a whole towards "celebrity" books (I suppose because I am not one) I liked John Inman's *Curly Up!* is fun to read, and there are many ideas in it which would be useful in school or class productions. I wish, though, the book contained fewer exclamation marks! They create archness in the tone. Oh dear!

Fun With Photography is not so much about conventional picture taking with a camera as about photographic science - darkroom work. So long as the buyer wants this sort of book and realises what it is before he pays for it, he will be well satisfied by its comprehensive and energetic coverage of the subject.

When choosing information books for children it is dangerously easy to be seduced into believing that full pages of glossy photographs reproduced on expensive paper is virtually all that a young child requires.

Yet if children are to be encouraged to read for information (and not simply given visual pap) then unpretentious paperbacks like *Fire Engines* (Shire Publications 95p) have much to commend them. *Fire Engines*, number 68 in the Shire Album series, contains much technical information. However, the text, which traces fire fighting in England from the sixteenth century to modern times is lively and stimulating. The author, Trevor Whitehead, never allows the book to become weighed down with details of pump power, ladder height and hose length.

My suggestion that little books like this deserve a place on the library bookshelves is not prompted merely by their cheapness or by a personal disenchantment with their more lavishly produced competitors. Inexpensive books on less usual topics might well encourage children to become more ambitious in the subjects chosen for their project work. And a move away from transport would be no bad thing!

Transport on Earth by Neil Ardley (Franklin Watts £3.99. 0 851 69005 0) can best be classified as science fiction. "What would it be like in the future? What kind of world lies ahead of us?" These sentences yet

Henry Pluckrose

extra Bach on bagpipes

Slag, Clap and Play the Recorder. Books One and Two. By Heather Cox and Garth Rickard.
Macmillan Education 95p each. 333 28143 1 and 28714 2.

Harlequin 44 Songs round the Year. Chosen by David Gadsby and Beatrice Harrop.
A and C Black £3.95. Words only £1.35. 7136 2155 9 and 2157 5.

Mango Spice: 44 Caribbean Songs. A and C Black £4.95. Words only £1.25. Cassette £3.50.

Music Workshop. By Dorothee Kreusch-Jacob.
Pepper Press £4.25. 560 74516 R.

You lift up all your fingers except the first finger of the left hand and the left thumb, and you blow, very gently. Bach played bagpipes in a brass band . . . Teachers with little or no musical background should, before too long, have their seven to nine-year-olds playing "Au clair de la lune" with reasonable accuracy and musicality with the help of a new two-book series from Macmillan.

Built on the sing-clap-play sequence of their titles, a clearly presented, sensitively structured method unfolds itself; a lesson at a time on a double-page spread, the left hand side showing how to get the note itself out of the recorder, and the right hand side presenting three sing-line "songs", to begin with all on one note, whose rhythms and alliteration should drive home both the pitch and the rhythm of the note and pattern learned. Book Two introduces guitar chords, accidentals, slurs, accents, canon, and longer "concert" pieces at the end of each book should provide both incentive and reward for these well-planned lessons.

Two more titles have recently been published in A and C Black's excellent glossy, spiral bound song-

book series, from their seemingly infinite store of poems and music. As in its presentation and substance as in its binding, each of *Harlequin's* songs has the customary artfully simplified piano score, guitar chords and percussion parts, while short, imaginative suggestions for activities and David McKee's energetic line drawings brighten every page.

Mango Spice turns to the Caribbean for songs inspired by and taken from reggae, calypso, rounds and ska, and intersperses these with recipes, games and stories. A succinct and informative introduction explains the place of music in Caribbean life and there are particularly valuable and graspable exercises to help understand and execute some of the trickier cross-rhythms in this music.

A warning against *Music Workshop*. Its busy, colourful layout and presentation makes it appear to be bursting with good ideas, but too many of them are either unoriginal or totally impractical. The text is obviously addressed to children themselves, and highly literate, highly motivated ones at that. The musical activities it suggests are for use out of school and if they are to have any value at all, assume a background of a certain level of musical literacy and an abundant source of materials. "With a cassette recorder you can go out hunting for interesting sounds"; give a radio concert in your street by getting everyone in the road to open the windows and tune in to the same station; ask the conductor at a local open air concert if you can have a go too. Those who could profit from some of this book's better ideas would find its manner inaccessible: the affluent, all-white population pictured inside to whom it is obviously addressed may well find themselves frustrated at their fatuity and impracticality.

Hilary Finch

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Hart-Davis Junior Histories £2.95 each.
Roald Amundsen. By Margaret J. Miller. Hodder and Stoughton £5.50. 0 340 25950 7

Perhaps the few individuals who noticeably make an impact on their age have earned the right to act as a vehicle for the study of its history. If we talk about the Napoleonic Wars it seems reasonable to enquire about Napoleon the man, and even to extend this process to Churchillian prose or pasteurized milk.

It is certainly popular at the moment in junior and middle school history to look at people and personalities as well as problems and periods. Here the subjects are three explorers, a scientist, four war leaders turned statesmen, and a little collection of conquerors.

For Columbus, Marco Polo, Amundsen and Pasteur, all explorers at the geographical or scientific frontier, the biographical approach is an

appropriate one; their stories were their lives, their lives their stories. They influenced their times, but lacked the heroic dynamic to cast them into another mould, as Marvell said Cromwell, with the impetus of an incendiary star, had done. Napoleon though, and Castro and Tito, could be seen as such Cromwellian re-casters, forging history to their own design or blasted forward by impersonal forces. This romantic notion is part of the appeal of the "History Makers" series makes the best of its subjects' romantic attributes - the rebel hero Castro, fugitive and starving, living up to the faith of his forename and triumphing in the end; Churchill the outcast, after a sojourn in a wilderness as lonely as the Cuban Sierra Maestra, finally finding his time had come and living his own finest hour. But there is a danger with subjects like these of over-emphasising the heroic protagonists at the expense of the dramas themselves, and of subscribing to a cult of Titans. "The personality of the man is overpowered," wrote the American journalist Herbert Matthews of Wellington more than a hundred years earlier, and he must have had Napoleon in mind - was thinking up a military refinement of Marvell's metaphorical metaphor, likening a conqueror to a cannonball, "He cannot stop of his own accord." The Wayland series successfully steers clear of this kind of determinism, and manages to illuminate each hero in a pretty fierce spotlight whilst keeping the rest of his age from going fuzzy at the edges. This excellent series for 13 to 16 year olds shows the typical Wayland attention to both written and pictorial evidence, and has room as well like Washington's wooden false teeth soaking overnight in port wine. Bizarre detail is a feature also of

Conquerors, in which we find Genghis Khan in childhood eating nothing but plants and mice, and Ivan the Terrible having an elephant dismembered for refusing to bow to him. But some of the bizzarries become horribly banal, (when his mother died, Shaka Zulu "had 7000 people killed to make him feel better") and in general the vignettes of the nineteen conquerors are rather superficial. This does not beat Macdonald's own recent *Great Warriors* (1979).

Hart-Davis' "Junior Histories" for nine-12-year-olds present a paradox. The text is clear, a parallel column contains explanations of specialized terms, the layout is good; but there is no quotation from and little reference to any kind of source, and the pictures are all the crudely drawn impressions and mock-ups - some verging on the strip cartoon - that have become anathema to exponents of the "new history". A clue to the explanation comes to light first in the illustrations for *Marco Polo*, which seems oddly reminiscent of Tintin or Asterix, and then inevitably in the text translated, but the idiom of the French illustrations inset and somewhat out of keeping with recent trends in this country. The series will probably be read and enjoyed, but will not do much for the development of visual discrimination or the ability to evaluate evidence.

Roald Amundsen is a full size biography for slightly older children, well-researched and containing vivid details and experiences. Best at home in the cold though, he makes rather a meteor or streak like a cannonball, and if he proved unstoppable it was because of training, planning and efficiency, not destiny. His story is a suitable antidote for a surfeit of Titans.

Natural guests and specimens

It's easy to have Wood-Lice to stay. 0 7011 257 8. It's easy to have Ants to stay. 0 7011 257 9. It's easy to have a Ladybird to stay. 0 7011 257 2. By John Goldsmith. Illustrated by Judith O'Hagan. Chatto and Windus £1.95 each.
Life of the Ladybird. Photographs and text by Andreas and Hildegarde Fischer-Nagel. Adapted by Anthony Wootton. Dent £3.95. 0 460 06085 6.
Life Under Stones. By John B. Free. 0 7136 2121 4. Waterlids Brds. By Alan Richards. 0 7136 2122 2.
A and C Black Nature in Close-up series £2.95 each.
Woodland in Spring and summer. 0 7136 2116 8. Woodland in autumn and winter. 0 7136 2117 6. By Jean Iurie.
A and C Black Picture Information series £3.50 each.
Birds in the Garden. Written and illustrated by Peter Gill. 0 85122 257 9. (0 85122 258 7 paperback). Flow-ers in the Garden. Written and illustrated by Eike Wrigley. 0 85122 273 0 (0 85122 257 9 paperback).
Dinosaur Publications. *Atten's Nature Series* £1.85 and 70p each.
The Young Ecologist. By Neil Arnold. Ward Lock £3.95. 0 7063 5802 3.

"ing" or "collecting". The same kind of awareness is to be found throughout these excellent little books: in finding, tending and setting free the insect guests. What I particularly appreciate is that these books are thoroughly instilled with the idea that it is important to care about nature life for its own sake, rather than for our use, or to satisfy scientific curiosity.
The ladybird features again in a book designed for older children published by Dent. More conventional in its approach, it is a photographic, adapted from a German original. Continental books seem to succeed better with photographic sequences of this sort than we do. This one is clear, thorough and sentimental. Ladybirds certainly give up a shockingly bad time as ladybird pictures of the voracious beautiful sequence of pictures of a chrysalis, newly emerged from its shell, still soft-bodied and spotted as shadows, and develop into clearly defined markings as the creature hardens off, and gets its "bright" shiny colours. There are also good identification pictures of some of the 80 different kinds of ladybird (40 of which may be found in Britain).
A & C Black's Nature in Close-up series is similar in style to their long-running "Picture Information" age-group, and initiated in Britain. *Life Under Stones* is another nice insect idea, and on the whole well executed, but unfortunately, while the importance of a damp, dark environment is continually stressed, the book omits to tell the readers to replace the stones they turn - a teaching of natural history, but possibly critical for the creature's survival. *Waterlids Brds* has a similar format of photographs accompanied by a paragraph of in-

formation for each bird. Both are nicely produced books with clear illustrations; the photographs are better than in the parent series, into which the two woodland books by Jean Iurie fit. It is difficult to make a book around pictures mostly selected by another author, for the requirements of another country, but I feel these books suffer rather more than some of the others in the series. The woods of Britain are very different in nature from those of the Netherlands where these books originated. I wish more distinction had been made between the ancient native woodland and tree plantations, and that rather less emphasis had been given to the Forestry Commission. At least a mention should have been made of the splendid woodland of the National Trust (most of them open to the public) and of the intelligent and sensitive management of the Woodland Trust, who now owns some of the most interesting woods in Britain.

For younger children, *Birds and Flowers in the Garden* present colourful, accurate and characteristic illustrations with a sentence or two of description for each species. A lot is packed into these books without their seeming cluttered or difficult to read.
The *Young Ecologist* by Neil Arnold is illustrated with enormous attention to detail (though perhaps lacking in life). It is designed for older children and turns their attention to scientific aspects of natural history. In its care, research and serious text it explains much to help to employ histograms and to make different kinds of findings. It is unlike many ecology books in its concern for the fate of the creatures in the experiments, and it gives very harmful mode of trapping and setting free the animals without damage.

Francesca Greenock

Spice of life

The Khalid Aziz Book of Simple Indian Cooking. By Khalid Aziz. Pepper Press/E. J. Arnold £2.95. 0 560 74 521 4.

Even today, many British people decline invitations to Indian meals because of the suspicion that it may be too hot for them. The hottest of Indian dishes can certainly be very hot indeed, but few Indians appreciate "hotness" for its own sake. For "hotness" is *flav*, while the distinguishing quality of Indian food is that it is an explosion of taste: the cook's expertise consists in blending the possible experience for the nose and the mouth. Khalid Aziz wisely recommends the precaution of having on hand "a fire extinguisher in the form of some yoghurt to put out the flames".

Aziz has brought together a happy variety in his 20 recipes here. There are snacks, drinks and desserts. There are three sample menus for meals from these recipes are a specially good idea. To add to the book's



Ginger and Pickles enjoy a frugal meal in an illustration from Margaret Lane's *Beatrice Potter Country Cookery Book* (Warne £4.95). There are some lovely Potter drawings and watercolours, and recipes which range from porridge to meat and squirrel stew (What price Squirrel Nutkin?). In contrast, Neat Ends by Colin Mier (Kbary Press £3.95) includes only foods that children enjoy eating, so you'll find brownies and hot dogs, but sensible quiche and coleslaw too. The style of illustration is bright, garish and cartoon-like.

Crisis time

Sally moves house 0 241 10639 7
Kate visits the doctor 0 241 10640 0
David's first day at school 0 241 10641 9
Jane has asthma 0 241 10642 7
Nigel Snell. Hamish Hamilton £2.50 each.

Children's books which deal with large or small crises are of more value in introducing all children to used therapeutically after the problems have occurred: there is no way of producing such a book suitable for all needs. What is needed is a variety of treatments so that we can all find the information and reassurance we need to share difficult topics in our own way. The same family might need at different times facts, reassurance or fantasy in learning to live with a change beyond the control of its members, and books which appear unbalanced or superficial to adults are often comforting to children.

That said, it's good to see this imaginative and strongly illustrated series for young children. Nigel Snell out children encountering distress, and works through each problem to a satisfactory resolution.
But there are gaps and faults. Sally's anxieties are about leaving, all things behind: the fears and joys of meeting new people could have been explored. Jane's asthma appears to make her friendless, and the possibility of hospital admission is not mentioned. Most children, parents and teachers would hope for a better introduction to school than David gets. David's teacher faints when she sees his pet snake. This intrusive "humour" will bewilder many small children, and the space might have been better used to explain why David was apprehensive about starting school.

John Duffy

Resourceful

Vegetable Oils. By Tom and Judy Weston. Leather. By Richard Glick. Plastics. By Corwyn Vale. Groups by Andrew Langley. Wayland World Resources series £3.75 each.

The Politics of Oil. The Politics of Food. By Martin Schultz. Wayland £4.50 each.

A leading secondhand bookshop once claimed that no matter how offbeat the subject of a book there was always someone, somewhere, who would want to buy it. The latest titles in Wayland's massive Resourceful series seem to vindicate this anecdote to mind. It is far from clear, in these studies of times, who will wish to spend £3 on a children's information book on so restricted a subject as grapes or leather.

For those who do then these comprehensive 72-page books can be recommended with certain reservations. Each World Resource is written to the same basic formula with approximately 60 pages of straight text and about six reference pages of facts and figures, glossary, further information, book list and index. Plentiful use has been made of black-and-white illustrations but the overall effect tends to be dull and many of the still life photographs, displaying commercial products, are singularly unexciting.

The readership level is presumably middle school but in practice the books steer an uneasy course between the elementary on the one hand and the advanced requirements of the more serious student on the other. In *Plastics* the reader (if not assumed to be a car owner) is addressed directly "You may be surprised to know that many parts of a car are made of plastic but later on a caption for a diagram reads 'Ethylene molecules polymerize to make polythene'. It is odd to find a series which has obviously been a success, to see so little use made of the geographer's techniques. The book on *Grapes* describes grape production in different parts of the world but with no maps to elucidate the text.

Perhaps it is no criticism of an information book that the text is matter of fact but there is none of the verve in this World Resources series which characterizes Martin Schultz's important new books in Wayland's other series *People, Politics and Power*. He begins *The Politics of Oil* with an arresting account of the Egyptian and Syrian attacks against Israeli positions in 6 October 1973 and through this leads on to the subsequent Arab use of the "oil weapon". This is a well-conceived series, particularly as the author has been allowed to voice his own opinions and to speculate about future developments.

Philip Sauvain

Blood or water

John Tranter on bloodless sampling

Investigations on aspects of the human cardiovascular system and blood are common elements in many biology teachers' repertoires, but there are problems with certain activities. Blood grouping is a valuable and popular exercise but recent "safety" considerations have often persuaded or forced teachers to abandon practical work on this topic. Trenching the principles of blood circulation and blood pressure is important but use of standard sphygmomanometers makes life difficult. Now there are new materials from Philip Harris to permit and promote interesting practical work in both these fields of study.

Philip Harris Biological markets a unique kit which enables ABO (but

determine blood group O. The expected reactions of all ABO blood groups with the kit are as follows:

	Anti-A	Antiserum Anti-B	Anti-H (O)	Control
Blood Group A	+	+	+	-
B	-	+	+	-
AB	+	+	+	-
O	-	-	+	-
Non-secretor	+	+	+	-
[+ = agglutination, - = non-agglutination of red cells.]				

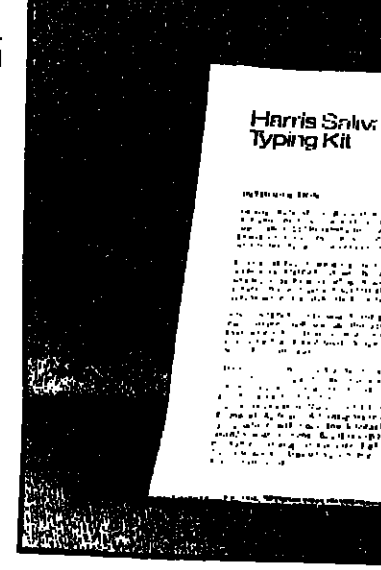
The positive or negative reactions which may be seen with blood groups A, B, or AB when saliva is mixed with anti-H antibody is due to the fact that saliva with A, B, and AB antigens may also contain some H antigens. The saliva of secretors with group O blood does not contain H-substance and so can always be distinguished from the saliva of people who do not secrete antigens into their saliva.

The kit contains full instructions and all necessary items which include small samples of A, B, O and "control" red cells. (These have been screened for hepatitis B antigen, but as no test can give 100 per cent assurance of non-hepatitis transmission, the need for safety precautions is stressed.)

It is essential to follow the instructions exactly, though these are clear and concise. Interpretation of results on the card is usually straightforward; where difficulties arise, false agglutinations disappear if the blood and sera are remixed. With some subjects, it did take quite a time before clumping was obvious and during this period blood and saliva sometimes dried out completely necessitating a repeat test. It is important therefore not to use a small drop of saliva and blood - a point that is not emphasized in the instructions. The red cells supplied with the kit also have an extremely short shelf life.

This kit will be warmly welcomed by teachers who for one reason or another have stopped doing class practicals for blood grouping. It is, however, an expensive alternative to the use of liquid anti-serum or even ordinary blood-grouping cards, and teachers should be aware of the problems which the kit creates. First of all, about 20 per cent of the pupils cannot have their blood groups determined - they are the non-secretors.

Teachers must organize the work with great care - it is a lot too easy to mix up the red cells and the antiserum used to dispense samples. The volumes of blood provided are very small, so only very small drops of blood should be added or there may be the danger of running out before all tests are completed. The teacher



should be responsible for distributing the blood samples.

The major problem of using this kit is attempting to explain how it works. With CSE and many O level students, explanations will have to be extraordinarily succinct if confusion is not to be the result. With other students, and particularly for A level work, the kit could have certain advantages in that it allows additional studies of the inheritance of antigen-secretion. This the overall message for this kit must be "handle with care", but it is certainly a most valuable new resource.

Providing that sphygmomanometers are used to illustrate the physiology of the cardiovascular system and not to give a medical diagnosis these instruments are valid and helpful in many biological teaching situations. The problem with conventional designs using a pressure gauge or mercury manometer is that readings of pressure cannot easily be related by students in a class to the actual systolic and diastolic pressures within

the arteries. The teacher must listen with a stethoscope to the all-important artefacts, or feel for the pulse, and the class must rely on this information being relayed verbally.

Two new sphygmomanometers from Philip Harris Medical have

much greater impact and usefulness as they both employ a microphone built into the inflatable arm band to detect the onset and ending of arterial noises associated with blood pressure measurements. These events are signalled by audible and visual means and so can be appreciated by an entire group and not just the teacher.

The Super U-Check model gives a digital display of pressure measurements - the systolic pressure being registered first, followed by a flashing plus "bleeping" sound synchronized with the arterial pulse. This continues until a steady tone heralds the display of the diastolic pressure. These two readings remain on display until the instrument is switched off. A useful additional feature is the ability to display, after the blood pressure measurements have been completed, the computed value of the pulse rate during the period of measurement.

Other important features of this sphygmomanometer include a valve mechanism which automatically releases the pressure from the arm cuff when inflation is complete, plus a dial which can be used to set the appropriate inflation pressure. An audible signal is given when correct inflation has been achieved. Warning lights signal when batteries need replacement, the arm cuff has been misfastened and if insufficient pressure is generated to take an accurate blood pressure reading. Also the instrument displays an "error" message if various factors have interfered with the pressure measurements.

The Super U-Check thus has a whole battery of features to help the inexperienced to achieve effective readings. The instruction leaflet supplied is full and informative and warns of the many ways in which inaccurate readings can arise and the situations (such as urinating, smoking, wearing tight clothing etc.) which may affect the measurements taken. It is essential that teachers realize these inherent problems and so do not place any significant

grid. The smaller TV studio, with 102 sq m is intended for use with the OU Outside Broadcast Unit, and though space is available there are no plans to install a control suite. One major departure from earlier production is the standardization, in common with most studio complexes, on 1" C format. Four new VTR's have been purchased to add to the two quad machines brought up from London to handle existing 2" material (the previous format). A tape duplicating bank, based on the VHS format, will meet the need to provide cassette copies, during the initially experimental videocassette replay project due to start in 1982.

The radio studios are equally impressive; the main studio with 104 sq m is equipped with a 19-channel stereo control desk and is capable of handling small dramas and chamber orchestras. The smaller studio with 20 sq m will be used as a talks studio. The whole "Sound Suite" reflects the growing trend towards audio cassette production within the OU system, now produced in greater numbers than radio programmes and increasingly purpose-made. In view

of these trends, the Centre will shortly be installing a sophisticated dubbing system in Studio 1.

The new installation gives rise to a number of interesting questions. The TV studios have the capacity to produce over 350 programmes, but production cutbacks, partly as a result of reduced allocation of BBC airtime, partly due to economics and the fact that the OU is reaching a steady state in terms of numbers of courses, means that whereas last year the BBC made about 300 programmes for the OU, this year it will nearer 230. The question of how to use this spare capacity highlights both the potential limitations of Studio 2, in having no control room other than the drive-in OB unit, and the whole nature of the BBC/OU partnership. There are many organizations who might conceivably exploit the spare capacity including other parts of the BBC, such as BBC Manchester and educational institutions for production or even training in television production techniques.

Another issue highlighted by the new Centre is the whole shift from broadcast to non broadcast media

within the OU system. OU programmes are always recorded so there was no justification or need to lay PO lines for live transmissions. The question is: how will future programmes be distributed, in view of the increasingly limited airtime available to the OU.

Purpose made audio cassettes are now very popular, and attention is beginning to focus on the experimental use of videocassettes. The initial use will be as a replay system, the first purpose-made videocassette programme. "Developing Mathematical Thinking" is already made.

SOCIAL SCIENCE DIGEST: Economics and Business Studies. A catalogue of teaching aids, which includes sources of A.V. Materials, Games/simulations, Information booklets, etc. from a large range of companies, public institutions, international agencies etc. This is available from: M.R. D. J. FORD, Head of Economics, St Edmund School, Canterbury, Kent. at the cost of £1.65 (p.p. free)

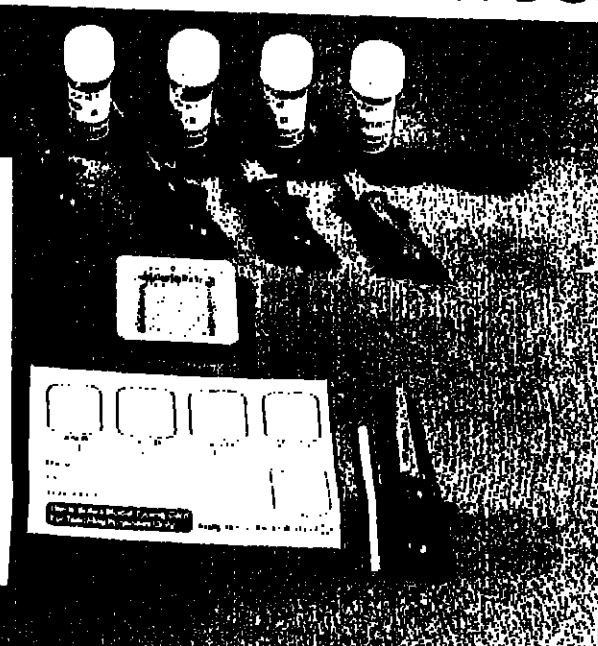
Saliva Blood Typing Kit Cat. No. M3075/2. Price £11.95 (for 20 tests) from: Philip Harris Biological Ltd., Oldmixon, Weston-super-Mare, Avon BS24 9BJ.

Super U-Check Sphygmomanometer Price £75.00. Price £39.50 from: Philip Harris Medical Ltd., Hazelwell Lane, Birmingham B30 2PS.

John Tranter is Warden of the Centre for Life Studies, Zoological Gardens, Regent's Park.

at the cost of £1.65 (p.p. free)

resources



This article is one in our series commissioned by Chelsea College Centre for Science Education

medical importance on readings obtained.

The U-Check II model is much less sophisticated, but also considerably cheaper than the Super U-Check. The squeeze bulb for inflating the arm cuff and the pressure gauge are combined together into one unit so that it is possible to use only one hand to take blood pressure readings. This instrument performs in a similar way to the Super U-Check; a light flashes on the pressure gauge together with an audible "bleep" when systolic pressure is reached. At this point, a reading from the pressure dial is recorded. When the flashing light and bleep stop, the diastolic pressure is noted.

In use, both models were easy to operate, and with some practice, consistent readings were obtained. The many extra features of the Super U-Check make it a much more attractive choice; it is certainly the better instrument for laboratory use. The much cheaper U-Check II performed its tasks well too, and where funds cannot be stretched to pay for the more "up-market" model, it can certainly be recommended.



Two new sphygmomanometers from Philip Harris Medical have

Logical re-siting

Susie Rodwell on the OU's new centre

At the end of September production started at Europe's biggest purpose-built educational broadcasting complex - the BBC/OU Production Centre at Milton Keynes. The transfer from Alexandra Palace to the new Centre on the Open University campus is the culmination of nearly ten years of planning. There have been protests about its cost (the £8 million project was funded by the Department of Education and Science), the BBC and OU, and reported disputes amongst some producers to move out of London. The new Production Centre, however, is an impressive and a logical development.

Since the OU was established in

1969, over 6,000 TV and radio programmes have been produced. The new studio complex with its range of sophisticated facilities will help ensure their high standard. It will also provide a more convenient working arrangement for the OU academics and BBC producers. Key personnel are no longer separated by 50 miles of motorway.

Old allegiances die hard, but against the loss of the familiar "Aly Paly", the new Centre offers facilities that compare favourably with most other BBC centres outside London in addition to having a number of unique facilities such as the video rostrum and video microscopy units which were transferred from Alexandra Palace.

The Centre has two television studios. Studio 1 is 336 sq m, over twice the size of the London studio, and its production control suite has separate production control, vision and lighting control, and sound control rooms. Its additional features include a more comprehensive special effects panel, Quantel, which can also be used in the post production editing suites and a computerized lighting

grid. The smaller TV studio, with 102 sq m is intended for use with the OU Outside Broadcast Unit, and though space is available there are no plans to install a control suite.

One major departure from earlier production is the standardization, in common with most studio complexes, on 1" C format. Four new VTR's have been purchased to add to the two quad machines brought up from London to handle existing 2" material (the previous format). A tape duplicating bank, based on the VHS format, will meet the need to provide cassette copies, during the initially experimental videocassette replay project due to start in 1982.

The radio studios are equally impressive; the main studio with 104 sq m is equipped with a 19-channel stereo control desk and is capable of handling small dramas and chamber orchestras. The smaller studio with 20 sq m will be used as a talks studio. The whole "Sound Suite" reflects the growing trend towards audio cassette production within the OU system, now produced in greater numbers than radio programmes and increasingly purpose-made. In view

Power and responsibility

Roy Blatchford reviews the work of 'The English Programme'

ETV
The English Programme: Power
TV, Monday 10.21-10.46, Tuesday
10.33-10.58

Discussion of this half-term's drama unit in 'The English Programme' was launched prematurely - and somewhat inauspiciously - with the withdrawal of John Bowen's play *A High Priority* on the grounds that the piece might prove too provocative for teenage audiences. (TES 2.10.81). The irony of the situation cannot have escaped those closely concerned: the cutting of a worthy, well-written play from a series about individual and corporate power by a schools television department who, following similar experiences with the much-debated 'Viewpoint' series, must have been very wary of further brushes with their controlling body, the IBA.

That said, during the past few years the same production team at Thames have been instrumental in providing some of the best television drama available to schools: plays by Julia Jones and Barry Hines, to put alongside last year's *Strike* by thirteen-year-old Yolanda Casey and a memorable production of Willy Russell's *The Boy with the Transistor Radio*. The present group of five plays, under the general theme of Power, promise to be characteristically varied in presentation, mood, style and locations.

Power plots

The eleventh hour replacement for *A High Priority* was Geoffrey Case's *A Little Patch of Ground*, transmitted for the first time this week (November 23). This was a rather coy encounter focusing on a familiar theme: the pressures, formal and informal, on an old person to move house to make way for 'progress'. Seventy-year-old William Knight has occupied his little patch of rural England all his life, and his visiting grandson sides with him to hold onto it in the face of tempting financial offers from a neighbouring quarry company.

Wittier ghosties

by David Self

ETV
Look and Read: Dark Towers
BBC1, Tuesdays 10.10 am, repeated
Fridays 9.52am.

On this term's showing, *Look and Read* is obviously maintaining its place as an important resource for the teaching of basic reading skills. It is clear that the production team has a clear overview of present thinking about how young children learn to read and has not become prey to one particular theory or whim. This is not a series that looks like the brainwave of one person; rather it looks as if the needs of teachers and learners (aged seven - nine) have been carefully surveyed and a product constructed to meet those needs.

The television programmes consist of a highly competent and witty ghost story, written by Andrew Davies, about two young people's attempts to follow a book thief and to save the ancient mansion of Dark Towers. This story has some effective, cliff-hanging endings. In the middle of each programme there is a teaching segment, hosted jointly by Denise Coffey (happily parodying a children's librarian) and a cartoon creature called Wordy. This section of the programme illustrates various reading strategies and includes reading practice and songs to reinforce phonetic knowledge. Animation and captions are used here to very good effect.

The pupil's pamphlet provides 'the book of the film', with a controlled vocabulary of just under 500 word types, and a series of linked radio programmes offer a straight

reading of the story and recordings of the songs. Infiltrating these radio programmes were transmitted *en bloc* at the beginning of term. A phone check round local schools reveals that three out of four likely that all three had failed to record the radio element. If such a pattern is to become common, there is fairly clearly a need for more publicity and teacher education.

The teacher's notes are excellent, giving a precise explanation of the thinking behind the series and behind the various elements, such as another cartoon character, Bill the Brickie, who builds words. The contents and teaching points of each broadcast are clearly tabulated, there are suggestions for language enrichment, preparatory work, projects, a vocabulary list and notes on early literacy skills.

Look and Read is for children who have some skill in word recognition; it is not intended for non-readers, though they cannot fail to be interested by it. Though the suggested age range is seven to nine, it will not insult older children. It is after all a very entertaining mixture of animation, dramatisation and teaching which make for a visually (and aurally) rich series.

An earlier unit of programmes, based on a space story, is to be repeated next term (with accompanying radio programmes being broadcast in early December). *Dark Towers* will be repeated in Autumn 1983, when we are promised the additional support of related spirit duplicating masters - the ideal complement to any ghost story.

His own daughter, the social worker and company manager are sketchily cast characters, less than sympathetic to his cause, but do serve to highlight the outside intervention of family, society and Big Business interests.

Director John Michael Philips (last year responsible for the production of Russell's *Transistor Radio*) skilfully polarises rural tranquillity and urban sprawl in his inter-cutting of various scenes, and his handling of pace complements the general mood of the action, though whether fourteen and fifteen year-olds will stay attentive is doubtful. The play ends with implication rather than explicit statement on the future of 'the little patch' - a useful conclusion to prompt class discussion - but ultimately the drama is much more about the internal struggles of the old man than the convenient thematic peg of 'power'.

Cherry Potter's *The Protectors* (November 9, 10) is powerfully and unequivocally about sexual harassment; had it been centred on racial issues its provocative stance would surely have omitted from the series. Three girls, aged seventeen and eighteen, are involved on an ecology project in a remote, mountainous part of Wales and are housed up for the evening in a secluded cottage. Three young soldiers, on night manoeuvres, burst in on them, and the play explores the initially covert and subsequently explicit sexual harassment to which the girls are subjected.

In stylistic terms the conception of the drama breaks new ground; the playwright attempts, by way of a series of cartoon captions slotted into the action at climactic moments, to get her audience to stand back from the piece and see it for what it is - a slice of adventure. Whether teenagers and their teachers will be able to come to terms with the stylistic experimentation and weigh the flippancy of the captions against the seriousness of the drama, or whether they will view the play as an off-

ensive reinforcing of stereotypes of male aggression and female acquiescence, is a vexed question. Certainly *The Protectors* will demand brave and sensitive teaching if positive classroom discussion is to result. It is unquestionably one of the most challenging plays ever to be put in front of school audiences.

Power (November 16, 17) is a dance drama originally conceived by the Ludus Dance in Education Company and tells the extraordinary tale of Karen Silkwood, an American research assistant whose death by radiation contamination in 1974 was initially covered up by the Corporation for which she worked, but whose case was later brought to a federal jury. The play has no dialogue but offers students the opportunity to study a story related in music and dance and focusing on the topical nuclear question.

Different again in style and setting are *My Sister's Eleventh* (November 23, 24) by John McGrath, founder of the 7.84 Theatre Company, a comic adventure centring on class and sexual conflict, and Derek Watcott's 'Pantomime' (November 30, December 1), an adaptation of his stage play which reverses the roles of Man Friday and Robinson Crusoe in an exploration of racial power.

In common with last year's 'Working' unit of plays in 'The English Programme', Hutchinson have extended their publishing initiative and are to be warmly applauded for making the scripts of the plays available to coincide with first transmission, for teachers interested in the fate of the lost John Bowen drama, perhaps they may care to reflect on, with their students, the words of series producer Paul Kaine writing in the teachers' notes prior to the play's withdrawal: 'If writers and directors are now striving for something different it's because they need to find new ways of expressing what they

want to say'.

'Power', edited by David Self and Andrew Bell. Hutchinson. ISBN 0 09 146771 3.

Sexual harassment

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Featherless and maimed

by Victoria Neumark

FILM
Kept in the Dark
Produced by Compassion in the World Farming
20 mins, colour sound. Also available on VHS U-Matic and other video formats.
Hire £5, from C.I.W.F., 20 Lavant Street, Peterfield, Hants GU32 3EW, or from Concord Film Library. Teachers' guide with film; project cards to be produced.

'You often see pictures of farms in magazines with animals in fields of the children in the Bath primary school class featured in *Kept in the Dark*. "If they showed the real thing it would put people off," adds

and sensitive film which introduces the realities behind much modern intensive farming to the 9-13 age group. It does not bludgeon its audience with the horrific, but all too common, extremes of battery hens, cages. It shows, with the maimed in own comments, visits made by a project on Farming to their term's livestock farm and to chicken, egg-laying and pig units on a better-than-average intensive farm.

Better than average is still pretty terrible. The adult viewer cannot help but wonder at the sadism which keeps chickens from associating breeding sows in tie-cages in which they cannot turn round and young

porkers in kennels deprived of the light of day. Perhaps it is true, as C.I.W.F. hint, that many people are afraid of thinking that animals share many qualities with human beings: that they enjoy association, fresh air, exercise, parental bonding and play. Yet a pig as intelligent as a dog, and every one knows the near-human attributes of Rover.

It is peculiar, since the economic argument which is always brought up is not so compelling after all. Open-air pig units, of which there are many, do show a slightly lower production, particularly in fuel and labour. Free-range or semi-intensive chicken farmers prosper in Holland and Switzerland, with eggs about 1 pence more each. Only EEC Regulations are blocking the recommendations of the Select Committee which urged the banning of battery hens.

Kept in the Dark not only introduces children to open-air and intensive farming, but also usefully brings out the contrast between advertising and reality. At the beginning of the film the children draw their idyllic farms based on nursery stories and folk memories. It was subdued children who returned from the later visits to find out 'the pictures made everything seem nice'.

Those 'rosy and distorted images' are what Compassion in the World Farming's film is about. When commercial farming interests are plugged their 'farming advisory services' to schools, *Kept in the Dark* suggests a free-range alternative: let pupils find out for themselves what's going on down on the farm.

Kidsquash

by Adrian Pearson

FILM
Squash Coaching for Schools and Clubs
16mm, optical sound, 25 minutes
For hire or sale from Town & Country Productions, 21 Cheyne Row, London SW3 5HP. £11.50 (inc VAT) to hire, £195 (plus VAT) to buy.

Anyone who plays squash knows how little room there seems to be on the court sometimes, so taking a film crew successfully into this confined space is something of an achievement.

Squash Coaching for Schools and Clubs was made by Gerald Holdsworth Productions for BP as part of their 'Challenge to Youth' sports scheme. Sponsoring adult sporting events has become prohibitively expensive so BP are directing money towards young people. The scheme is ambitious and heartening, and squash is the latest sport to benefit.

With the support of the Squash Rackets Association, BP is launching a national coaching programme designed to attract thousands of young people. They have set up 190 centres where kids who are beginners will be given free coaching.

Squash Coaching for Schools and Clubs supports and promotes the scheme. Squash has become increasingly popular over the past ten years and demand for court space has far outstripped supply, so techniques for group coaching have been developed. The film attempts to show how successfully the game can be taught to groups of youngsters from seven years old.

The film begins a beautiful sequence showing a class of seven year olds learning basic ball and racket skills; catching the ball, bouncing it and hitting it against the wall. They learn the importance of warming up. At a local club a smaller group watches a game, and learns the rules, scoring and tactics.

Despite the original, promotional purpose of *Squash Coaching for Schools and Clubs*, it makes good general viewing, and would have relevance to a very wide range of pupils. It ends with some thrilling moments from a match between two finalists in the National Under 16 Championship.

Living Language (Thursday, 14.00 VHF 4)

An Indian story in two parts, based on the life of Buddha, shows what happens when a child discovers the truth about suffering and death. 'A Boy with No Tears' helps him to 11 year olds to face the adult world.

The Living Body (Friday, 10.09 ITV)
An examination of the working of the eye and the ear for 12 to 14 year olds.

Religious Education (Friday, 14.30 VHF 4)

Is fighting part of human nature? Will there always be wars? Why do wars begin? In 'War and Peace' 12 to 16 year olds discuss these questions and the meaning of peace.

Continuing education

Shakespeare in Perspective (1) (Saturday, 18.35 BBC 2)

Sir David Hunt, this year's president of the Classical Association, presents his personal view of *Troilus and Cressida*, to be shown later in the evening. He emphasises the relevance of Shakespeare's classical play to both the 17th and 20th centuries.

Learning about the Chip (Monday, 23.00 VHF 4)

A new series examining the advances being made in the field of microelectronics. Assesses the implications for teachers and managers in terms of future employment and training.

Shakespeare in Perspective (2) (Thursday, 19.35 BBC 2)
A Midsummer Night's Dream, the BBC's next Shakespearean offering, is discussed by Dr Roy Strong, director of the Victoria and Albert Museum and a noted Tudor historian.

Briefings

Radio and tv

For schools

Picture Box (Monday, 9.30, Wednesday, 9.47 ITV)

A trip by helicopter round Louis XIV's palace of Versailles impresses on eight to eleven year olds the size of the palace and its gardens. Often teachers the opportunity to introduce French history to the top of the up-range.

A Good Job with Prospects (Monday, 9.33, Friday, 14.35 BBC 1)

Features some less familiar (or service) careers, in particular the work of the assistant scientific officer, working in the RAF or in the Met. Office. Shows 15 to 18 year olds how to set about getting a job in the Ministry of Defence.

Resource Units 11-13: History (Tuesday, 10.35 BBC 1)

In 'The Military Machine', 11 to 13 year olds examine the organisation of the Roman Army in Britain. Who were legionaries? Why did Bouddica revolt?

Basic Maths (Tuesday, 11.03, Thursday, 11.05 ITV)

A programme made up of eight sequences on paths and mazes. Seven to nine year olds learn how to make patterns with squares to form a kaleidoscope.

English (Tuesday, 14.30 BBC 1)

Ron Smedley's impressive production of William Hall's *The Long, the Short and the Tall* is shown in three episodes. The play, set in a hut in the Malayan jungle, explores the relationship of the seven-man British patrol, and their attitudes to the enemy.

Stories and Rhymes (Tuesday, 14.00 Thursday, 10.20 VHF 4)
'The Midnight Fox' and 'In Stand and Stare' begin a unit on children's relationships with other living creatures and the adult world.

Near and Far (Thursday, 11.05 BBC 1)

Two programmes on resources begin with a visit to a Cornish mine. 'Burs of Tin' traces the history of the importance of tin and nine to 11 year olds follow the ore to a smelting plant on Humberstone where the metal is produced.

Living Language (Thursday, 14.00 VHF 4)

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Classified Advertisements

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Other Appointments

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Speech and Drama

Technical Studies

Other than by Subjects

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SECONDARY HISTORY SCALE

HERTFORDSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
101 TAYLOR ROAD, HERTFORD
Hertford, Herts. SG9 6JH
Telephone: 0462 511111
Fax: 0462 511112
Required for January 1989
to teach the subject of
History to pupils aged 11-18.
The successful candidate will
be responsible for the co-ordination
of the subject in the school.
Applicants should send a curriculum
vita and three references to the
Headmaster, 101 Taylor Road,
Hertford, Herts. SG9 6JH.
Closing date: 15th November 1988.

HUMBERSIDE

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LEICESTERSHIRE

THE BEAUCHAMP COLLEGE
Ridge Way, Quibby, Leicester
Leicester, Leicestershire LE15 7JH
Telephone: 0533 411111
Fax: 0533 411112
Required for January 1989
to teach the subject of
History to pupils aged 11-18.
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NORTH YORKSHIRE COUNTY COUNCIL HUNTINGTON SCHOOL, YORK (GROUP 12)

Applications are invited from suitably qualified and experienced teachers for appointment as HEAD of this Co-educational Comprehensive School for pupils aged 11-18. The post falls vacant on the retirement of the present Headmaster and the appointment will take effect from the 1st September, 1989. The school has about 1500 on roll, of whom about 150 are in the sixth form.

Further details and application forms (to be returned by 23rd November, 1988) may be obtained on receipt of a stamped addressed envelope from the County Education Officer, Room 143, County Hall, Northallerton DL7 8AE.

LEEDS CITY COUNCIL DEPARTMENT OF EDUCATION

Unless otherwise stated—
Closing date for receipt of application is 20th November, 1988.
Application by letter should be made to the head teacher of the school, giving full details and the names of two referees. The post reference number should be quoted on all correspondence. Applications requiring acknowledgment and requests for stamped, addressed envelope.

HIGH/SECONDARY SCHOOLS

TEMPORARY POST (SCALE 1)
N.E.1139 BOSTON SPA COMPREHENSIVE SCHOOL
(No. on roll 1,900; 11-18 years)
Clifford Moor Road, Boston Spa, Wetherby,
Leeds LS23 6BW
Telephone: Boston Spa 842915
Head Teacher: Mr. J. R. Hanson, M.A.
Required for January 1989, for two teachers: teacher of SCIENCE (Chemistry) to share in teaching Combined and Integrated Science (CISIP) in Years 1-5 and 'A' level Chemistry.

STAFFORDSHIRE

EDUCATION COMMITTEE
101 TAYLOR ROAD, HERTFORD
Hertford, Herts. SG9 6JH
Telephone: 0462 511111
Fax: 0462 511112
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Home Economics

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THE TIMES EDUCATIONAL SUPPLEMENT

Humanities

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A TRIPLE OPPORTUNITY FOR TECHNICAL TEACHERS - NOW!

...Secure teaching posts, with high remuneration and low tax.
...An atmosphere of prosperity, sunshine and racial harmony.
...Participation in the development of an emerging nation.



REPUBLIC OF BOPHUTHATSWANA

Bophuthatswana is an independent, multi-racial Republic, about the size of Switzerland, geographically situated within the conventional boundaries of South Africa. Created to provide a genuinely self-governing state, and reflecting the booming economy of South Africa, the Republic enjoys a Johannesburg-type climate - three times the sunshine of London, low humidity and no extreme temperatures. If the Third World can even provide the best of both worlds, it will be found in Bophuthatswana. The new national plan calls for experienced teachers to develop national technical and teaching skills: here is one country where British training and teaching ability is both admired and greatly in demand!

We have been asked to find a core of expatriate staff, with the technical ability and teaching experience to undertake two simultaneous programmes - a direct teaching operation, to have an immediate effect upon national technical skills, and a development plan which will bring along national teachers. For this reason, we will be offering three year contracts, although some will be renewable.

Our requirements are simple and self evident. We will be looking for educational qualifications commensurate with teaching at Technical College level, backed up by both a sound background of practical experience and some years spent in teaching. All this may make you suitable for the positions, but we will also be interested in your motivation with regard to the development of an emerging Third World nation.

The positions carry generous relocation and housing allowances for full housing for yourself and dependent family. Most of the appointments fall into Grade II and Grade III Lecturer categories (dependent upon experience and qualifications) at salaries around R14,000 p.a. and R14,750 p.a., respectively although one or two appointments call for Senior Lecturers at around R15,500 p.a.

We have deliberately quoted salaries in Rand. You can safely ignore the exchange rate: in local buying power the Rand is approximately equal to the Pound Sterling - and Income Tax is at a very much lower rate than you would expect to pay in the United Kingdom.

Technical Instructors

Although preference will be given to candidates with a teaching qualification, we are really looking for people with a relevant City and Guilds or HND qualification, three years' teaching experience in a Technical College, Training Board or a Tertiary level institution, and three years' practical experience in industry or commerce.

Building Trades

Bricklaying and Plastering (Ref BB)
Carpentry and Joinery (Ref BC) Plumbing (Ref BP)

Mechanical Trades

Motor Mechanics (Ref MM) Motor Bodywork (Ref MB)
Welding and Sheet Metalwork (Ref MW)
Fitters and Turners (Ref MF)

Electrical Trades

Electricians and Wiremen (Ref E)
Basic Electronics (Ref EE)

Soft Trades

Upholstery (Ref SU) Clothing Trade (Ref SC)

Lecturer in Workshop Supervision

The practical aspects of this position are all-important, as the successful candidate will be training workshop supervisors. We will be looking for a completed apprenticeship, practical experience of working in a shop embracing a wide range of machines and at least two years' experience as a teacher, either in a technical teaching establishment or in an in-Company environment (Ref WS).

Technological Lecturers

To lecture on courses leading to the National Diploma for Technicians, the ideal candidate should have an appropriate degree, practical industrial experience and at least two years in teaching. A teaching qualification would be an added advantage.

Electronics (Ref LE) Computer Science (Ref LC)
Electro-Mechanical Studies (Ref LEM)

Teachers of English

We are also looking for qualified teachers, with an 'A' level in English, who have at least two years' experience of teaching English, preferably but not essentially as a foreign language (Ref TE).

PMS Overseas Recruitment has been retained to act for the Government of Bophuthatswana in screening, interviewing and making final recommendations. In the first instance we will send you a detailed information sheet about Bophuthatswana, the positions and the conditions of employment, along with a personal history form for completion and return. Interviews will then take place in London and regional centres. All interested candidates should ring Liz Plumb on 01-437 3377/8 between the hours of 9am and 6pm during the week commencing Monday, 9th November. They should be prepared to leave an address to which documents can be sent, and to give the reference number of the particular position in which they are interested.

PMS Overseas Recruitment

29 Sackville Street
London W1

The selection operation of Purchasing Management Services Ltd., Employment Agency License No SE 5823

INSPECTORATE INSPECTOR

with special responsibility for Multi-Cultural Education (with particular interest in and knowledge of pupils and students having an Asian background).

Salary: - Southbury Main Range equivalent to Burnham Group 7 £11,703-£12,810.

Candidates, male/female, may obtain application forms (returnable by 20th November, 1981) and further details from:

Personnel Division, Room 101,
Education Offices,
Margaret Street, Birmingham B3 3BU
Tel: 021-235 2587

CANVASSING WILL DISQUALIFY.

TES48/00/00

BIRMINGHAM CITY COUNCIL

SENIOR ADVISER/INSPECTOR

South Division of Cumbria
£14,385 to £15,513

Cumbria County Council invites applications from well qualified candidates with experience in senior positions in one or more sectors of the education service for this senior post. The post holder will lead a team of three General Adviser/Inspectors and will work closely with specialist Adviser/Inspectors and the Assistant Director of Education for the South Cumbria Division. While the responsibilities cover all stages of education it is hoped that the Senior Adviser/Inspector will be able to make a distinctive contribution to primary education.

The South Division of Cumbria extends from Barrow to Sedburgh and from south of Milnthorpe to Shap Fell. Further particulars and application form are available from Director of Education, 5 Portland Square, Carlisle CA1 1PU, to whom completed forms should be returned, together with a full letter of application, by 27 November 1981.

TES48/00/00

Cumbria

Education Department

ADVISER FOR SPECIAL EDUCATION

Applications are invited from suitably qualified and experienced persons for this post. The successful applicant will work with a team under the leadership of the Chief Inspector and will be expected to carry out some General Advisory functions.

Salary within the Southbury Range, Head Teacher Group 8 - £12,640 to £13,650. A car allowance is payable and financial assistance towards removal and associated expenses as appropriate.

Application forms and further details from the Chief Education Officer (Staffing Room 123), Shire Hall, Gloucester GL1 2TP.

Closing date: 20th November, 1981.

TES48/00/00

Gloucestershire County Council



DEPARTMENT OF EDUCATION

SENIOR ASSISTANT EDUCATION OFFICER (SCHOOLS) PO1 (E) - £9993-£11220

Applications are invited for this challenging post in the Schools' Section of the Education Department.

The successful applicant will undertake general duties in connection with the day to day running of the Schools' Section in the secondary sector. The person appointed will also be expected to make a substantial contribution towards the professional work of the section and the review of secondary education provision in particular.

The person appointed will need to demonstrate a sound administrative background, preferably with teaching experience, a knowledge of school staffing structures, the ability to undertake statistical research and prepare detailed reports. The post is superannuable and subject to satisfactory medical clearance.

Further particulars and forms of application are available from the Director of Personnel and Management Services, 7th Floor, Alden House, Tyngate Precinct, Sunderland Road, Gateshead, Tyne and Wear, NE8 3EL, returnable by 20th November, 1981.

Intermediate Treatment Officer Site Manager

Level 3 Salary: £8,358-£9,744 pa incl (under review)

The Borough will have two I T Centres and is committed to Unified Community Action which means that good working relationships are already established with the Youth Service, Education and other Community Services.

We are looking for a Site Manager male or female, to manage our latest I T Centre in Southall, which has been established under Urban Aid. Candidates must have at least 4 years post qualification experience in social work, youth work or teaching. They must have the ability to work across departmental boundaries and when necessary work unsociable hours.

There will be considerable scope for personal initiative in developing programmes at the Centre for young people known to the Social Services Department and other agencies.

Please quote reference no: 682 SS.

Intermediate Treatment Officer

Level 2/3 Salary: £7,401-£9,744 pa incl according to qualifications and experience.

We are looking for a worker to join the staff of our Intermediate Treatment Centre in Southall which has been established under Urban Aid, and will run community based programmes for young people aged 10 to 17 years. Candidates must have at least 3 years post qualification experience in social work, youth work or teaching.

The working week will be flexible including some evenings and an occasional weekend but of a normal 35 hours duration.

For an informal discussion about the above posts please contact John Hunt, Principal Officer, Intermediate Treatment, on 01-579 2424, ext 2418.

Please quote reference no: 683 SS. Closing date: 20.11.81.

Application forms for the above posts obtainable from the Personnel Office, Room A202, Town Hall Annex, Ealing, London W6. Telephone 01-579 2424 Extension 3350.

Ealing London Borough

HAMPSHIRE

Senior Assistant Education Officer (Schools)

Re-Advertisement

Salary: PO3 (E) £17,733-£19,113

This post will become vacant in January, 1982. Applications are invited from candidates with relevant teaching and extensive administrative experience. Former applicants will be reconsidered.

Particulars and application form, quoting post CE.01.001, from General Administration Section, Education Department, The Castle, Winchester, or please telephone Winchester 4411, extension 509. Closing date 20th November, 1981.

TES48/00/00

ANTIQUARIAN BOOKSELLERS ASSOCIATION

Executive Secretary

To run with part-time assistance the small central London office of the 350-member trade association on behalf of President and honorary officers. Responsibilities include administration of annual Book Fair, production of monthly Newsletter, international correspondence, keeping accounts, advising the public. The appointment will appeal to a person with administrative and secretarial experience. A knowledge of, or interest in the book trade would be an advantage. 4-day week.

Apply now in writing to: The Secretary, Antiquarian Booksellers Association, 154 Buckingham Palace Road, London SW1W 9TZ.

TES48/00/00

Management Trainer

The John Lewis Partnership with a turnover of more than £700 million and employing 25,000 staff is primarily engaged in shop-keeping, with 18 department stores, throughout the country and an expanding group of supermarkets, trading in the South and Midlands under the name of Waitrose.

The Management Training Centre is an important part of the organisation's training resources. Based at the Partnership's country club at Cookham, Berks, its small team of trainers provides a regular programme of well established residential courses in management skills and techniques for middle managers from all parts of the organisation.

Applicants should have several years' experience in teaching or training and the ability to design, plan and implement effective training programmes. Management experience would be an advantage, though training in retailing can be provided.

Good working conditions and benefits, and opportunities for career development.

PAY: In range of £7500-£9000 per annum.



Please write or telephone for an application form to:
Central Department of Personnel,
John Lewis Partnership,
Oxford Street, London, W1A 1EX.
Tel: 01-499 2347.

John Lewis Partnership

Education Inspectors (2 Posts) BHTG8 £12,540-£13,650

(Re-advertisement)

Applicants for both posts should be well qualified and experienced teachers/lecturers. Advisory experience would be an added advantage. To commence 1st May 1982.

MICRO- ELECTRONICS Lincoln (ED 415)

This is a new post and offers the opportunity of promoting the applications of micro-electronics in schools and Colleges of Further Education. This will include the development of the use of computers in all areas of the curriculum.

PRIMARY Sleaford (ED 396)

The work will generally involve inspecting school and advising teachers in all aspects of primary education. Application forms and further details are available from the County Personnel Officer, County Offices, Lincoln LN1 1YL. (Tel: Lincoln 0522) 24482 to whom completed forms should be returned by 20th November 1981. (Please quote post number). Previous applicants need not re-apply.



Lincolnshire County Council

Education Department

GENERAL ADVISER FOR PRIMARY EDUCATION

Applications are invited from suitably qualified and experienced persons for this post. The successful applicant will work with a team under the leadership of the Chief Inspector and will be expected to carry out some General Advisory functions.

Salary within the Southbury Range, Head Teacher, Group 8 - £12,640 to £13,650. A car allowance is payable and financial assistance towards removal and associated expenses as appropriate.

Application forms and further details from the Chief Education Officer (Staffing Room 123), Shire Hall, Gloucester, GL1 2TP.

Closing date: 20th November, 1981.

TES48/00/00

Gloucestershire County Council

